

## FADSS Needs Assessment Rubric with Aligned Resources

1. Developing common language and understanding of the instructional shifts inherent in the Florida Standards.				
<i>How do we build a common vision of understanding of the Florida Standards and its implications for instruction?</i>				
1.1 Creating a common language				
Attributes	Not Started Yet	Beginning	Implementing	Sustainable
<b>1.1.1 Florida Standards language defined and utilized consistently and shared with all stakeholders</b>	<input type="checkbox"/> No attempts have been made to create a common set of terms or to provide a consistent Florida Standards language to all stakeholders.	<input type="checkbox"/> Common language is established only as it exists in major documents in the field and limited attempts have been made to share this common language.	<input type="checkbox"/> Presenters and document developers are cognizant of and make attempts to use common language about the Florida Standards. Exposures to this common Florida Standards language have been provided.	<input type="checkbox"/> Key terms / language are determined and consistently applied in all documents produced by the district. Multiple means have been employed to provide all stakeholders with a common and consistent language necessary to implement the Florida Standards.
<b>1.1.2 Clear vision of Florida Standards implementation created and shared with all stakeholders</b>	<input type="checkbox"/> No vision statement has been created to guide the implementation of the Florida Standards	<input type="checkbox"/> The district is in the beginning stages of crafting a vision statement for Florida Standards implementation	<input type="checkbox"/> A vision statement for implementing the Florida Standards has been crafted, but it has not been widely shared inside and outside of the school system	<input type="checkbox"/> A clear and compelling vision has been created that includes the goals, expectations and purpose for implementing the Florida Standards and that vision is shared across all stakeholder groups
Resources to Investigate:				

<a href="#">Common Core State Standards for ELA and Literacy in History/Social Studies, Science and Technical Subjects</a>	Published by the National Governor’s Association and the Council of Chief State School Officers in 2010, these documents are the national Common Core State Standards (CCSS).
<a href="#">Appendix A: Research Supporting Key Elements of the Standards and Glossary of Terms</a>	Appendix A contains explanations of key elements of the ELA / Literacy CCSS, focusing on text complexity, reading foundational skills, writing (text types), speaking and listening, language, and vocabulary.
<a href="#">Key Points of the Common Core in ELA / Literacy</a>	From the Common Core State Standards initiative, this document provides a brief overview of the key points for the four areas of reading, writing, speaking and listening, and language
<a href="#">Hunt Institute Videos on the Common Core</a>	These short videos featuring lead authors of the CCSS for ELA / Literacy (and Mathematics) explain essential elements and implications for implementation
<a href="#">Links to the Florida Standards Documents</a> , including the standards themselves and all appendices to the standards.	All documents on this page are available courtesy of the official website of the Florida Standards Initiative, CoreStandards.org, published by the National Governors Association and the Council of Chief State School Officers, the organizations that oversaw the creation of the Standards.
ASCD’s Educore™- About the Common Core <a href="http://educore.ascd.org/channels/02d1bb32-0584-4323-908e-df822f4fc68f">http://educore.ascd.org/channels/02d1bb32-0584-4323-908e-df822f4fc68f</a>	This channel on ASCD’s tool for teaching the CCSS, Educore™, offers videos and documents from ASCD and a variety of other organizations leading the implementation of common core including the Learning Design Collaborative (LDC), the Gates Foundation, PARCC, Smarter Balance, and others.

<b>1.2 Establishing a clear, shared vision of what College and Career Ready (CCR) means</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>1.2.1 College – and Career-Readiness (CCR) comprehensively defined</b>	<input type="checkbox"/> The term “College and Career Ready” (CCR) is not used in the district.	<input type="checkbox"/> CCR is defined in the district as a score on a college-readiness test, grade point or credits accumulated.	<input type="checkbox"/> The district uses the definition of CCR from the Florida Standards and goes beyond determining CCR as a score on a test.	<input type="checkbox"/> Through extensive discussions about college and career readiness, the district has built a comprehensive definition of what it means to be college and career ready.
<b>1.2.2</b>	<input type="checkbox"/> No discussions have	<input type="checkbox"/> Discussions about the	<input type="checkbox"/> Purposeful discussions	<input type="checkbox"/> Planned, widespread

<b>Support for CCR built with the community through a widely shared vision of what CCR means</b>	taken place around the meaning of CCR nor has input been sought in developing the definition of CCR.	definition of CCR are random and have taken place solely among mostly district-level personnel.	about the definition of CCR have taken place among most staff members, including the district leadership or planning team.	discussions about what it means to be CCR have taken place throughout the community in order to build support for college and career readiness. This vision of CCR is clearly articulated and widely supported.
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<b>Resources to Investigate:</b>	
Brief definition of <a href="#">College and Career Readiness</a>	From Achieve, a brief description of what it means to be college, career and citizenship ready.
Definition of <a href="#">College and Career Readiness</a> from the Common Core State Standards Initiative.	The descriptions of CCR are not standards themselves but instead offer a portrait of students who meet the standards set out in the CCSS. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.
<a href="#">Building Blocks for Change: What it Means to Be Career Ready</a>	The Career Readiness Partner Council, a broad-based coalition of education, policy, business and philanthropic organizations that strives to forward a more comprehensive vision for what it means to be career ready, issued a statement in October 2012 around its vision for career readiness.
<a href="#">How the CCSS Address College and Career Readiness</a>	A brief document by the Illinois State Board of Education that explains how the CCSS address and include college and career readiness.

<b>1.3 Consistent interpretation of the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>1.3.1 Common understanding of the Florida Standards built through organized process</b>	<input type="checkbox"/> No work has been done to build a common understanding of the Florida Standards	<input type="checkbox"/> The district and some teachers are aware of documents that explain and give examples of the standards, but these have not been	<input type="checkbox"/> Information and resources about the standards have been distributed throughout most of the district, but there has not been an	<input type="checkbox"/> Reviewing, discussing and determining a common understanding of the standards has taken place through organized and structured professional development

		consistently used	organized process for using them	
<b>1.3.2 Documentation created or adopted for specific interpretations of the Florida Standards that includes clear examples of the standards in action</b>	<input type="checkbox"/> No work has been done to build a consistent understanding of the Florida Standards and there is no clear concept of what the standards would look like if implemented successfully.	<input type="checkbox"/> Discussion has occurred around the Florida Standards, but no single interpretation of the standards or what they would “look like” if implemented has been adopted.	<input type="checkbox"/> Multiple documents have been used to interpret the standards, but no single or set of documents has been adopted as a consistent interpretation of the Florida Standards. Examples of the standards being implemented in classrooms are available and shared randomly, but not consistently.	<input type="checkbox"/> A single document or set of documents have been created or adopted that provides specific interpretations and understanding of the Florida Standards. Clear examples of what the standards “look like” when they are implemented with fidelity have been created or identified.
<b>Resources to Investigate:</b>				
Identifying the Common Core in the Classroom: CCSS <a href="#">Evidence Guides</a> for Implementation of ELA and Math CCSS		These tools provide specific guidance for what the CCSS for ELA / literacy and math looks like in planning and practice. They are designed as developmental tools for teachers and those who support teachers.		
<a href="#">From the Page to the Classroom</a> : Implementing the Common Core Standards in Math		A 45-minute professional development video on the shifts in the Common Core for mathematics. This video emphasizes the three shifts inherent in the standards for mathematics education.		
<a href="#">From the Page to the Classroom</a> : Implementing the Common Core State Standards in English Language Arts and Literacy		This video provides the background of the CCSS and the three shifts that are inherent in the standards. The video includes New York City classroom footage showing how ELL kindergarten students are engaged in reading and discussing ideas from complex text in English.		
<a href="#">Teaching Channel</a> videos		Hundreds of short videos that show various aspects of the CCSS being implemented in classrooms. Videos can be searched by subject, grade level and common core standards.		
Green Flags / Red Flags for ELA/Literacy		<b>This document has not yet been loaded on a website...</b>		
Green Flags / Red Flags for Math		<b>This document has not yet been loaded on a website...</b>		

<b>1.4 Common understanding of the instructional shifts inherent in the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>1.4.1 Common interpretation of the shifts required in teaching and learning are widely distributed and articulated</b>	<input type="checkbox"/> No work has been done on understanding the instructional shifts of the Florida Standards or a district-level, common interpretation has not been established.	<input type="checkbox"/> The district recognizes the need for a common understanding of the shifts. Some information has been shared on the instructional shifts, but not consistently or with all teachers and administrators.	<input type="checkbox"/> Language for a common understanding of the shifts have been developed for the district, but it has not been widely distributed. Some groups have a clear understanding of the shifts, but others do not.	<input type="checkbox"/> The district has adopted an official interpretation of the instructional shifts and has worked to ensure widespread understanding. All staff have a consistent understanding of the instructional shifts and what they mean for teaching and learning of the Florida Standards.
<b>1.4.2 Staff can explain the instructional shifts in terms of classroom practices of the Florida Standards and how they are connected to CCR</b>	<input type="checkbox"/> An understanding of instructional shifts necessary to implement the Florida Standards has not been built.	<input type="checkbox"/> Information about the instructional shifts for implementing the Florida Standards has been shared informally.	<input type="checkbox"/> Professional development has been delivered on the instructional shifts and all staff can articulate them.	<input type="checkbox"/> Staff can articulate the instructional shifts necessary for implementing of the Florida Standards, can identify specific examples of what it would look like in practice in the classroom and can explain how they are critical to students becoming college and career ready.
<b>Resources to Investigate:</b>				
Green Flags / Red Flags for ELA/Literacy		This document has not yet been loaded on a website... (Will be uploaded to Educare)		
Green Flags / Red Flags for Math		This document has not yet been loaded on a website... (Will be uploaded to Educare)		
<a href="#">Math Shifts and Major Works of Grade</a>		Brief explanation of the shifts in instruction inherent in the CCSS in math.		
<a href="#">Delaware Shifts for ELA</a>		This document showcases the instructional implications and the administrative implications for each of the instructional shifts of the CCSS for ELA / Literacy.		
<a href="#">Delaware Shifts for Math</a>		This document showcases the instructional implications and the		

	administrative implications for each of the instructional shifts of the CCSS for math.
<a href="#">Common Core Shifts at a Glance</a>	A document explaining the biggest changes in math and ELA / literacy and a quick reference card on the Shifts.

<b>2. Examining and aligning district sanctioned curriculum, instruction, assessment and professional learning.</b>				
<i>How can we integrate Florida Standards into the school curriculum to support instructional practice and student learning?</i>				
<b>2.1 Standards, instruction and assessment aligned</b>				
<b>Attribute</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>2.1.1 Procedures and guidelines for alignment developed and routinely followed</b>	<input type="checkbox"/> No work has been done on developing procedures and guidelines for aligning curriculum, instruction and assessment.	<input type="checkbox"/> There is a recognition of the need for alignment between standards, instruction and assessment, but no guidelines or procedures have been developed for determining alignment.	<input type="checkbox"/> Some procedures and guidelines have been developed for assuring that the standards, instruction and assessment are aligned, but the curriculum has not been reviewed for this alignment.	<input type="checkbox"/> Procedures and guidelines have been developed for checking for alignment of standards, instruction and assessment and these procedures and guidelines are followed routinely when developing curriculum.
<b>2.1.2 District-adopted model template used to design instruction</b>	<input type="checkbox"/> No templates exist for developing units of instruction.	<input type="checkbox"/> A variety of unit planning templates are used across the district to develop units of instruction.	<input type="checkbox"/> The district has developed a model template for unit development but it is not uniformly used across the district.	<input type="checkbox"/> All curriculum developers in the district use a district-adopted model template for developing units of instruction.
<b>2.1.3 Year-long curriculum maps developed and used to monitor implementation</b>	<input type="checkbox"/> No year-long curriculum map exists to provide an overview of what is taught at each level.	<input type="checkbox"/> Year-long curriculum maps have been developed for some subject areas and/or some grade levels.	<input type="checkbox"/> Year-long curriculum maps have been developed for math and ELA, but these maps are not frequently updated or used to monitor	<input type="checkbox"/> Year-long curriculum maps have been developed for all subjects and these maps are used frequently to assess and monitor implementation of the

			implementation of the Florida Standards.	Florida Standards.
<b>2.1.4 Rubric developed and used to assess quality of instructional units</b>	<input type="checkbox"/> No quality criteria has been developed or adopted to assess the quality of instructional units.	<input type="checkbox"/> A checklist or some form of limited criteria has been developed to assess the quality of the curriculum written, but it is not widely used.	<input type="checkbox"/> Some form of criteria for assessing quality of instructional units has been developed and this criteria is applied only in some subjects or grade levels.	<input type="checkbox"/> A rubric has been developed or adopted and it is used to assess the quality of instructional units created. The rubric includes components for assessing the alignment between the standards, instruction and assessment.
<b>Resources to Investigate:</b>				
<a href="#">Ohio Model Math Curriculum</a>	These mathematics Model Curricula were written by Ohio educators to support the implementation of the Ohio's New Learning Standards (also referred to as Common Core) for mathematics.			
Louisiana Model Curriculum – <a href="#">Sample Year-Long Curriculum Plans</a> for ELA and Math	These year-long curriculum plans provide ideas for how standards might be divided into units for grade level instruction. There are grade level plans in both ELA and Math.			
<a href="#">Tri-State Quality Rubric</a> and EQuIP	A collaborative initiative titled Educators Evaluating Quality Instructional Products (EQuIP) is being facilitated by Achieve to evaluate and develop instructional units and tasks aligned to the CCSS. EQuIP builds on the efforts of the Tri-State Collaborative, including rubrics and processes developed by Massachusetts, New York, and Rhode Island to determine the quality and alignment of instructional lessons and units to the CCSS.			
EngageNY: <a href="#">Year-long curricular maps</a> for Math and ELA	New York DOE has developed CCSS aligned year-long curriculum maps for every grade level in math and ELA. The curriculum maps are built on modules that span the entire school year.			
<a href="#">PARCC Model Content Frameworks</a> for Math and ELA/Literacy	Although the primary purpose of the PARCC Model Content Frameworks is to provide a frame for the development of the PARCC assessments, they are also voluntary resources to help educators develop curricula and instructional materials.			
New York State <a href="#">ELA Curriculum Modules</a> P-12	In order to assist schools and districts with the implementation of the Common Core, NYSED has provided curriculum modules and units in P-12 ELA that can be adopted or adapted for local purposes.			
New York State <a href="#">Math Curriculum Modules P-12</a>	In order to assist schools and districts with the implementation of the Common Core, NYSED has provided curriculum modules and units in P-12 math that can be adopted or adapted for local purposes.			
ASCD's Educare-From Common Core	A common misconception about the Common Core State Standards is that they dictate to			

Standards to Curriculum: Five Big Ideas <a href="http://educore.ascd.org/resource/Content/d92b6a9f-c938-4fe6-94d1-6f6bc174fa89">http://educore.ascd.org/resource/Content/d92b6a9f-c938-4fe6-94d1-6f6bc174fa89</a>	teachers how to teach (teaching methods) and what to teach (curriculum). In a white paper written by Jay McTighe and Grant Wiggins, the well-known authors argue "that these standards are in some ways obvious but may also be counter-intuitive and prone to misunderstanding." McTighe and Wiggins go on to offer their five big ideas for moving from the standards to curriculum.
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<b>2.2 Instruction consistent with the instructional shifts of the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>2.2.1</b> <b>Clear examples of Florida Standards instruction provided so that staff can identify practices consistent with the instructional intent of the Florida Standards</b>	<input type="checkbox"/> Staff has not been provided with information or training on instruction consistent with the Florida Standards. They cannot identify and align instructional practices with the implementation of specific standards.	<input type="checkbox"/> Some examples of instruction that aligns with the Florida Standards have been provided to some staff. While they understand the instructional practices necessary to implement the Florida Standards, they struggle with identifying these practices and explaining the alignment of practice with the standards they exemplify.	<input type="checkbox"/> Examples of instruction that align with the standard are made available to most of the staff, but are not an integral part of professional development delivery. Staff can identify some instructional practices that align with some of the Florida Standards and can provide some explanation as to how those practices are consistent with the instructional intent of the Florida Standards.	<input type="checkbox"/> Clear examples of instruction that align with the standards have been provided to all staff as part of the delivery of professional development. Staff can consistently identify instructional practices that align with the intent of the Florida Standards and can explain how those practices are consistent with the instructional intent of the Florida Standards.
<b>2.2.2</b> <b>Selection criteria for materials and resources consistently applied</b>	<input type="checkbox"/> No district-wide criteria has been identified or adopted for the selection of instructional materials aligned to	<input type="checkbox"/> The district is in the process of either developing or investigating the development of a set of criteria for selecting instructional materials	<input type="checkbox"/> Criteria for materials and resource selection aligned to the Florida Standards have been adopted by the district, but are not consistently applied in the selection of	<input type="checkbox"/> Criteria has been established by the district to use in selecting materials and resources that align to the Florida Standards and these criteria are consistently applied when

	the Florida Standards	that align to the Florida Standards	instructional materials	adopting instructional resources
<b>2.2.3</b> <b>Clear criteria for identifying quality instructional strategies understood widely and applied in planning instruction</b>	<input type="checkbox"/> No criteria has been adopted for selecting quality instructional activities to teach the Florida Standards, nor have any expectations or practices been established for selecting instructional strategies in planning instruction.	<input type="checkbox"/> The district acknowledges the need for establishing criteria for identifying quality instructional activities to teach the Florida Standards, but has not yet developed it. While some information has been shared about quality instructional strategies, this information has not been put into practice.	<input type="checkbox"/> Clear criteria for identifying the quality of instructional strategies has been developed, but has not yet been widely shared with staff. While aware of the criteria, teachers do not routinely use it to select or develop instructional strategies.	<input type="checkbox"/> Clear criteria for identifying the quality of instructional strategies has been developed and staff can articulate this criteria. There is an expectation that staff will use the criteria in selecting instructional strategies that will be used to teach the Florida Standards and they routinely use the criteria in their selection of strategies.
<b>Resources to Investigate:</b>				
<a href="#">Teaching Channel</a> videos	Hundreds of short videos that show various aspects of the CCSS being implemented in classrooms. Videos can be searched by subject, grade level and common core standards.			
<a href="#">Hunt Institute Videos on the Common Core</a>	Short videos featuring lead authors of the CCSS for ELA / Literacy (and Mathematics) explaining essential elements and implications for implementation			
<a href="#">Tri-State Quality Rubric</a> and EQuIP	A collaborative initiative titled Educators Evaluating Quality Instructional Products (EQuIP) is being facilitated by Achieve to evaluate and develop instructional units and tasks aligned to the CCSS. EQuIP builds on the efforts of the Tri-State Collaborative, including rubrics and processes developed by Massachusetts, New York, and Rhode Island to determine the quality and alignment of instructional lessons and units to the CCSS.			
Illinois State Board of Education <a href="#">ELA Teaching and Learning Strategies</a> for Literary and Informational Text	This document includes one page for each reading standard and provides examples of teaching strategies and formative assessment strategies for that standard.			
ASCD's Educare™ Literacy Tools <a href="http://educore.ascd.org/channels/c8920746-9ae8-49bf-bae3-f8b6cac46173">http://educore.ascd.org/channels/c8920746-9ae8-49bf-bae3-f8b6cac46173</a>	This website features video channels providing examples of modules in ELA, science and social studies aligned with the CCSS work of the Literacy Design Collaborative (LDC). Additionally there are informational and argumentation module examples shared.			
ASCD's Educare™ Math Tools	This website features CCSS aligned formative assessment lessons and instructional videos for			

<http://educore.ascd.org/channels/3B6BC7EC-3F01-499A-85CA-F000E7BB2D56>

mathematics.

<b>2.3 Assessments clearly measure the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>2.3.1 Formative assessments used to adjust instruction</b>	<input type="checkbox"/> Classroom formative assessment is not used to guide instruction.	<input type="checkbox"/> The need for using frequent, formative assessment is recognized, but this data is rarely used to make instructional decisions. Teachers may not be familiar with how to use formative assessment to make instructional decisions.	<input type="checkbox"/> Teachers regularly use formative assessment, but do not consistently use the results to make instructional decisions and changes.	<input type="checkbox"/> Teachers consistently and frequently use formative assessment to gauge how well students are achieving the standards and to impact how they provide and make changes to instruction.
<b>2.3.2 Instruction is adjusted to meet the demands of new state tests</b>	<input type="checkbox"/> No information has been shared in the district regarding the next generation state assessments.	<input type="checkbox"/> District and building personnel are aware of the coming new state tests, but little has been done to change curriculum to align to it.	<input type="checkbox"/> All educators are aware of the new state tests, but instruction has not changed significantly to match these new expectations for student performance.	<input type="checkbox"/> Awareness of the shifts needed in instruction to meet the demands of the new state tests is high and teachers are changing the way they prepare students for these tests by changing instruction.
<b>2.3.3 Transition plans for moving to new state assessments developed that includes parents, students and the</b>	<input type="checkbox"/> Educators are not aware of the what will be required by the new state assessments and the district has no plan for	<input type="checkbox"/> Some educators are aware of the learning required for success on new state assessments, but no plan has been developed to prepare students for them	<input type="checkbox"/> The majority of educators are aware of what it will take to prepare students for the new state assessments, but little formal planning for this preparation has been	<input type="checkbox"/> A transition plan for moving to the next generation state assessment has been developed, which includes specific guidelines for preparation and that includes a plan for

<b>community</b>	transitioning to the next generation state assessment.		developed	preparing parents, students and the community
<b>2.3.4 Student achievement data used to make decisions about programs and instruction</b>	<input type="checkbox"/> A narrow spectrum of assessments are used to collect data on student achievement and this data is not used consistently or well to make changes in programs and instruction	<input type="checkbox"/> The range and type of assessments used to monitor student progress have increased, but the resulting data has not been consistently used in making program and instructional changes.	<input type="checkbox"/> Teachers have some skills in collecting and using data about student achievement, but the data collected and used is limited in scope and in the depth of its use as tool to drive changes in the classroom or in programs.	<input type="checkbox"/> Teachers have sufficient knowledge, ability and supports to use data collection and reporting systems (assessment) including a wide range of types of classroom, building, district and state level data on student achievement. In addition, this data is used consistently in making decisions about programs and instruction

<b>Resources to Investigate:</b>	
<a href="#">PARCC Sample Items and Task Prototypes</a>	The sample items and task prototypes can provide information and support educators as they transition to the CCSS and the PARCC assessments. The prototypes are designed to highlight important elements of the CCSS and to show how critical components of the standards might be manifested in the PARCC assessments.
ETS Overview of Assessment Consortia: <a href="#">Coming Together to Raise Achievement: New Assessments for the Common Core State Standards (PDF)</a> (June 2013)	This report is a comprehensive introduction to the two Comprehensive Assessment Consortia (PARCC and Smarter Balanced), the two Alternate Assessment Consortia (DLM and NCSC) and the two English Language Proficiency Assessment Consortia (ASSETS and ELPA21).
<a href="#">PARCC Website – About PARCC</a>	A brief overview of the PARCC Assessment consortium can be found on their website.
<a href="#">PARCC Assessment Administration Guidance</a>	This page will provide the most up-to-date guidance for schools and districts about the administration of the PARCC assessments.

<b>2.4 Student interventions identified to help all students meet the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>

<p><b>2.4.1 Specific scaffolding strategies for students with cognitive challenges included in instructional plans</b></p>	<p><input type="checkbox"/> Scaffolding is never or rarely planned and therefore the specific needs of students are often not addressed</p>	<p><input type="checkbox"/> Little scaffolding is planned prior to instruction for students with cognitive challenges and much of the scaffolding that is provided is generic in nature rather than specific to the needs of students in the class</p>	<p><input type="checkbox"/> Some scaffolding is planned for students with cognitive challenges, but these scaffolds are inconsistent in addressing the specific needs of the students for which they are designed</p>	<p><input type="checkbox"/> As part of the instructional plan, specific steps for providing scaffolding for students with cognitive challenges have been identified</p>
<p><b>2.4.2 Plans developed to meet the learning needs of ELL / ESL students in mastering the Florida Standards</b></p>	<p><input type="checkbox"/> No attempts are made to develop interventions that address the specific learning needs of ELL / ESL students as they work to master the Florida Standards</p>	<p><input type="checkbox"/> The provision of interventions for ESL / ELL students is random and dependent on the specific teacher. These interventions are usually not planned ahead of time/</p>	<p><input type="checkbox"/> Some interventions are planned that address the language demands of the Florida Standards and the needs of ELL / ESL students; however, they are often vague or generic.</p>	<p><input type="checkbox"/> Explicit plans for meeting the needs of ELL / ESL students have been developed to support the unique learning needs of these students in mastering the Florida Standards.</p>
<p><b>2.4.3 Needs of gifted and talented students addressed in instructional planning</b></p>	<p><input type="checkbox"/> Interventions that support the learning needs of gifted and talented students are not or usually not included as part of the instructional plan</p>	<p><input type="checkbox"/> Whether or not planned interventions for gifted and talented students are included in instructional planning is largely left to the discretion of the teacher or the group designing the instruction</p>	<p><input type="checkbox"/> Some planned interventions that meet the advanced learning needs of gifted and talented students are included in instructional planning, but these are often left to the discretion of the teacher</p>	<p><input type="checkbox"/> The needs of gifted and talented students have been addressed in all instructional planning with the inclusion of specific supports for meeting the needs of these students in providing appropriate challenges and tasks that align with the Florida Standards</p>

**Resources to Investigate:**

<p><a href="#">Using Multi-Tiered Systems of Support (MTSS) to Implement Common Core</a></p>	<p>The Council of Great City Schools developed a white paper which encourages schools to embrace the needs of ALL students. Regardless of how school district leaders implement the</p>
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	Common Core, some students will require additional support and intervention in order to be successful. The Council of Great City School's recommends implementing the standards within a framework of a Multi-Tiered System of Supports (MTSS) will help ensure that all students succeed.
<a href="#">Common Core Application to Students with Disabilities</a>	This brief document provides information and research on supports for ensuring Students with Disabilities (SwDs) receive the support needed to meet CCSS in both Math and English Language Arts.
<a href="#">Common Core Application for English Language Learners</a>	This brief document provides information and research on supports for ensuring that English Language Learners receive the support needed to meet CCSS in both Math and English Language Arts.
Pre-K-Grade 12 <a href="#">Gifted Education Programming Standards</a>	These standards, from the National Association for Gifted Children, help define the comprehensiveness necessary in designing and developing options for gifted learners at the local level.
CCSS: <a href="#">Resources for Gifted Children</a>	This website includes a vast list of links to other documents and websites that address strategies for meeting the needs of gifted children in learning the CCSS.

<b>2.5 Professional learning aligned to staff needs in implementing the Florida Standards</b>				
<b>Attribute</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>2.5.1 Professional development built to meet the learning needs of individual teachers related to Florida Standards implementation</b>	<input type="checkbox"/> Staff is not consulted about their learning needs in regards to implementing the Florida Standards or are not considered when creating professional development plans.	<input type="checkbox"/> Professional development planners have gathered some information from staff about their needs in very informal ways. Plans include isolated or random examples of activities designed to meet the expressed needs of staff.	<input type="checkbox"/> Some input is gathered from staff members about their professional learning needs and this input is considered to some degree in planning professional development.	<input type="checkbox"/> Staff at every level are involved to identify their professional learning needs in order to design professional development that meets teachers' needs in delivering the Florida Standards with fidelity.
<b>2.5.2 Professional development</b>	<input type="checkbox"/> No monitoring systems are in place to measure	<input type="checkbox"/> Feedback and evaluation forms are used with each professional	<input type="checkbox"/> Some attempts are made to include feedback about how well	<input type="checkbox"/> Monitoring systems are in place to continually assess the congruency between

<b>monitored for consistency between identified needs and what is implemented</b>	how well the delivered professional development aligns with identified needs of the staff	development activity, but they do not specifically note how the professional development met previously identified needs of participants	professional development has met participants previously-identified needs	professional development that is delivered and professional development that has been identified as needed
<b>Resources to Investigate:</b>				
<a href="#">Achieve the Core Professional Development Modules</a>	Ready-to-use modules include Power Points, videos, facilitator's instructions, and hands-on activities that can be used for PD workshops, professional learning communities, and self-study.			
Illinois State Board of Education Professional Development Modules on the Common Core: <a href="#">The Common Core Professional Learning Series</a>	The professional learning series is a tool designed to help district personnel facilitate and maintain the implementation of the Common Core State Standards. There are three levels within the framework, each of which contains tools and resources aligned to the appropriate phase of implementation described by each category.			
California <a href="#">Professional Learning Modules for Educators</a>	Professional learning modules (PLMs) that support educators in delivering curriculum aligned to the CCSS for all students.			
CPALMS	The CPALMS team has provided hundreds of face-to-face and web-based training sessions to educators around the state and is available to do the same at your school/district.			
EduCore	Not sure what to include or what specific web pages to link to...			
PD Online	Not sure what to include or what specific web pages to link to...			
<a href="#">Meet the Promise of the Content Standards: Professional Learning Required</a>	This brief focuses on the critical role that professional learning plays in implementing content standards. The brief outlines a vision for educators supported through high-quality professional learning, describes elements of effective professional learning, and provides recommendations for educators to take action at the federal, state, system, school, and individual level.			
ASCD's EduCore™ <a href="http://ascdeducore.org/">http://ascdeducore.org/</a>	Resources to implement the Common Core State Standards. Provides current, relevant, evidence-based tools and professional development to smooth the transition into the new era of teaching and learning.			
ASCD's Get to the Core Common Core Webinar Series <a href="http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx">http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx</a>	Professional learning webinar series designed to support leaders and teacher with all aspects of implementing the CCSS at the district, school, and classroom levels.			

### 3. Implementing Florida Standards in schools: the role of district leaders

*How can district leaders support, monitor and ensure that the Florida Standards are implemented with fidelity in every classroom and that students are learning the standards?*

#### 3.1 The culture supports the innovations needed to implement the Florida Standards

Attributes	Not Started Yet	Beginning	Implementing	Sustainable
<b>3.1.1 Plan developed for addressing the cultural changes needed to facilitate Florida Standards implementation</b>	<input type="checkbox"/> No discussions / work have been conducted around developing a culture that is conducive to change as the Florida Standards are implemented	<input type="checkbox"/> There is an awareness of the need to attend to the culture of the school or district in order to make substantial changes, but there have been little efforts to assess or analyze the culture in terms of Florida Standards implementation	<input type="checkbox"/> Some work has been done to assess and analyze the culture of the school / district, but there is not a specific plan in place to address the development of a culture that supports Florida Standards implementation	<input type="checkbox"/> A plan is in place for assessing, analyzing and changing the culture of every school and the district to facilitate the implementation of the Florida Standards
<b>3.1.2 Consensus and support for integration of the Florida Standards has been built</b>	<input type="checkbox"/> There is a significant number of educators who work actively or passive aggressively against the Florida Standards	<input type="checkbox"/> The range of support for the Florida Standards is widely varied among educators at the building and district levels	<input type="checkbox"/> The majority of educators are supportive of the Florida Standards and are willing to work to integrate them into the curriculum	<input type="checkbox"/> There is nearly complete consensus among educators in support of the integration of the Florida Standards into the curriculum and they are motivated to implement the Florida Standards
<b>3.1.3 Potential obstacles / barriers to Florida Standards implementation identified and addressed</b>	<input type="checkbox"/> The district has not identified potential obstacles or barriers to the implementation of the Florida Standards	<input type="checkbox"/> The district has had some discussions regarding potential obstacles or barriers to successful implementation of the Florida Standards, but has not addressed them	<input type="checkbox"/> The district has identified the potential obstacles and barriers that might disrupt the implementation of the Florida Standards but has not develop plans for	<input type="checkbox"/> Potential obstacles / barriers for implementation of the Florida Standards have been identified and actions for reducing or eliminating these

			eliminating or reducing them	obstacles / barriers have been established
<b>Resources to Investigate:</b>				
<a href="#">Implementing the Common Core State Standards: The Role of the Secondary School Leader Action Brief</a>  <a href="#">Implementing the Common Core State Standards: The Role of the Elementary School Leader Action Brief</a>		NASSP has joined with Achieve, College Summit, and the National Association of Elementary School Principals, to provide action briefs outlining the role of secondary school leaders, elementary school leaders, and school counselors in the implementation of the CCSS, with support from MetLife Foundation.		
Webinar Series: <a href="#">School Leadership for Common Core Standards</a>		The College Board developed a series of six bi-weekly webinars on School Leadership for Common Core Standards and College and Career Readiness that emphasize the important role of principals and school leaders as the Common Core State Standards (CCSS) are implemented.		
<a href="#">The Intersection Between the Common Core and School Culture</a>		A brief article by the National Association of Elementary School Principals on how school culture needs to change in order to implement the CCSS.		

<b>3.2 Roles / Responsibilities for implementation of the Florida Standards are clearly delineated</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>3.2.1 Leadership team formed to ensure implementation of Florida Standards</b>	<input type="checkbox"/> All planning for Florida Standards implementation is developed by the school or district staff	<input type="checkbox"/> The district has begun to identify a leadership team or has developed one, but the team has not yet taken a leadership role in planning for Florida Standards implementation	<input type="checkbox"/> A leadership team has been named, but to date the team has not taken an active role in developing a plan for ensuring that the Florida Standards are implemented with fidelity	<input type="checkbox"/> A leadership team has been formed to lead the implementation of the Florida Standards and is actively engaged in ensuring that the standards are implemented with fidelity
<b>3.2.2 Roles and responsibilities</b>	<input type="checkbox"/> No work has been done on identifying the roles and	<input type="checkbox"/> There is an acknowledgement that various groups play	<input type="checkbox"/> The roles and responsibilities of various groups have been	<input type="checkbox"/> The roles and responsibilities of each group (teachers, school

<b>clearly delineated and communicated</b>	responsibilities of various groups in the implementation of the Florida Standards	different roles in Florida Standards implementation, but little in terms of structure or definition of these roles has been developed	discussed, but no formal delineation of these roles and responsibilities have been drafted	leaders, district leaders) have been delineated clearly and have been communicated to all
<b>3.2.3 System included in district plan for monitoring performance of groups in filling roles and responsibilities</b>	<input type="checkbox"/> No monitoring or accountability systems are in place to evaluate how well each group is carrying out its identified roles and responsibilities	<input type="checkbox"/> Responsibilities of various groups for implementing the Florida Standards have been delineated, but no accountability mechanisms have been established to monitor the execution of those responsibilities	<input type="checkbox"/> A loose system of accountability is in place to hold various groups accountable for their identified responsibilities in implementing the Florida Standards	<input type="checkbox"/> A monitoring system is in place to assess the extent to which and how well each group is fulfilling its role and responsibilities as designated by the district plan
<b>Resources to Investigate:</b>				
<a href="#">What Do Teachers Need to Know?</a>		What do teachers need to know about the Common Core State Standards (CCSS)? How will they affect teaching and assessing mathematics and English language arts? What are the benefits and what can teachers do now to prepare for implementation? These and other questions are answered in the October 2010 "Spotlight on the Common Core State Standards"—a series published by Education Northwest.		
<a href="#">What Do District Administrators Need to Know?</a>		This article reviews actions district administrators should consider taking now to prepare their schools for CCSS implementation. Included in the four-page brief are suggestions for drafting an implementation plan; planning long-range, articulated professional development; developing a transition plan and curriculum framework; and more.		
<a href="#">Implementing the Common Core State Standards: The Role of the Secondary School Leader Action Brief</a>  <a href="#">Implementing the Common Core State Standards: The Role of the Elementary School Leader Action Brief</a>		NASSP has joined with Achieve, College Summit, and the National Association of Elementary School Principals, to provide action briefs outlining the role of secondary school leaders, elementary school leaders, and school counselors in the implementation of the CCSS, with support from MetLife Foundation.		
ASCD's EducCore™: Fulfilling the Promise of the Common Core State Standards		ASCD 's report titled "Fulfilling the Promise of the Common Core State Standards: Moving from Adoption to Implementation to Sustainability" illuminating activities educators and policymakers at all		

<http://educore.ascd.org/Resource/Content/93d20b4d-2c8b-443b-898c-8d42703c5de9>

levels can undertake to successfully implement the Common Core State Standards

<b>3.3 Classroom observations / Monitoring systems are in place</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>3.3.1 Processes and procedures for monitoring progress in Florida Standards implementation uniformly implemented</b>	<input type="checkbox"/> No consistent and clearly established monitoring and feedback loops have been developed to utilize data gathered from classroom observations.	<input type="checkbox"/> Processes and procedures for monitoring Florida Standards implementation are not consistent across the district. There are some guidelines and processes for conducting classroom observations, but these are not tied directly to the instructional shifts inherent in implementing the Florida Standards.	<input type="checkbox"/> Some processes and procedures for monitoring progress on implementing the Florida Standards have been developed, but they are not uniformly utilized. Data gathered about Florida Standards implementation from classroom observations or monitoring activities is used randomly.	<input type="checkbox"/> Processes and procedures have been established for monitoring progress, such as evidence walks and walk-through criteria and these processes and procedures are uniformly implemented. Monitoring and feedback loops for determining Florida Standards implementation are enacted on a consistent basis.
<b>3.3.2 Teachers included effectively in the monitoring process</b>	<input type="checkbox"/> Teachers are not provided opportunities to observe other classrooms in order to witness implementation of the Florida Standards	<input type="checkbox"/> The number of teachers who are provided with classroom observation opportunities is sporadic and the use of data collected from those observations varies widely	<input type="checkbox"/> While teachers are provided with some opportunities to observe other classrooms, there is not a consistent plan for how this happens or how the observations are used to improve Florida Standards implementation	<input type="checkbox"/> Teachers are integral to the monitoring process and are provided with opportunities to observe Florida Standards in action in other classrooms and the data gathered by teachers is routinely used to improve Florida Standards implementation
<b>3.3.3</b>	<input type="checkbox"/> No criteria have	<input type="checkbox"/> Classroom observations	<input type="checkbox"/> Some criteria have been	<input type="checkbox"/> Clear criteria are used to

<b>Clear criteria established for collecting evidence of implementation</b>	been developed to guide classroom observations or monitoring of Florida Standards implementation	are part of the monitoring system, but the criteria for collection of evidence regarding Florida Standards implementation have not been specifically / clearly identified	developed to guide collection of specific evidence during classroom observations	establish the “look-fors” when conducting evidence walks or walk-throughs
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<b>Resources to Investigate:</b>	
Identifying the Common Core in the Classroom: CCSS <a href="#">Evidence Guides</a> for Implementation of ELA and Math CCSS	These tools provide specific guidance for what the CCSS for ELA / literacy and math looks like in planning and practice. They are designed as developmental tools for teachers and those who support teachers.
Green Flags / Red Flags for ELA/Literacy	<b>This document has not yet been loaded on a website...</b>
Green Flags / Red Flags for Math	<b>This document has not yet been loaded on a website...</b>
<a href="#">Delaware Shifts for ELA</a>	This document showcases the instructional implications and the administrative implications for each of the instructional shifts of the CCSS for ELA / Literacy.
<a href="#">Delaware Shifts for Math</a>	This document showcases the instructional implications and the administrative implications for each of the instructional shifts of the CCSS for math.

#### **4. Organizational policies and structures that support effective implementation of the Florida Standards district-wide.**

*What organizational policies and structures need to be in place for effective implementation of the Florida Standards?*

<b>4.1 Funding for resources for implementing the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.1.1 Resources necessary for</b>	<input type="checkbox"/> The district has not yet begun to identify the	<input type="checkbox"/> The district is beginning to assess the financial resources needed to	<input type="checkbox"/> Funding sources, including federal and state resources, for Florida	<input type="checkbox"/> Budget implications for implementation of the Florida Standards have

<b>implementation fully included in the budget, including all potential federal and state resources</b>	financial resources that will be needed to implement the Florida Standards.	implement the Florida Standards and is investigating potential federal and state resources.	Standards implementation have been identified, but have not yet been fully integrated into the budget.	been addressed and necessary resources are fully included in the budget, including all potential federal and state resources.
<b>4.1.2 Adequate funding for professional development related to Florida Standards implementation included in budget</b>	<input type="checkbox"/> No specific funding has been included in the budget for professional development related to implementing the Florida Standards	<input type="checkbox"/> Money is included in the budget for professional development, but funds are not specifically earmarked for professional development related to Florida Standards implementation	<input type="checkbox"/> Funding for professional development needed to implement the Florida Standards has been included in the budget but it is not adequate for what needs to be provided	<input type="checkbox"/> Adequate funding for professional development related to the implementation of the Florida Standards has been built into the district budget
<b>Resources to Investigate:</b>				
<a href="#">Florida Common Core State Standards Implementation Timeline</a>		This document provides the timelines for implementation of the CCSS in the state of Florida. This information can be helpful in developing budgets that support the work of CCSS implementation.		

<b>4.2 Accountability systems for measuring progress are in place</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.2.1 Clear and measurable criteria established for measuring progress of Florida Standards implementation</b>	<input type="checkbox"/> No criteria for measuring progress in implementing the Florida Standards have been determined	<input type="checkbox"/> The district has not yet included criteria for measuring progress in implementing the Florida Standards, but has plans to do so	<input type="checkbox"/> The Florida Standards implementation plan includes some criteria for determining how well the Florida Standards are being implemented	<input type="checkbox"/> Action plans for implementing the Florida Standards include clear and measurable criteria for determining the progress of the district in implementing the Florida

				<b>Standards</b>
<b>4.2.2 Timelines clearly delineated for implementation</b>	<input type="checkbox"/> No timelines for tracking progress on implementing the Florida Standards have been determined and included in the district's plan	<input type="checkbox"/> The district's Florida Standards implementation plan includes general, broad timelines for measuring progress in implementing the Florida Standards	<input type="checkbox"/> Timelines for implementation are included in the Florida Standards implementation plan, but they have not been correlated with the implementation timelines mandated by the Florida DOE	<input type="checkbox"/> Timelines are linked to specific implementation milestones and align with identified timelines set by the Florida DOE as mandated implementation guidelines
<b>Resources to Investigate:</b>				
<a href="#">Florida CCSS Adoption and Implementation Overview</a>		In 2010, Florida's State Board of Education adopted a new set of academic standards called the Common Core State Standards (CCSS). These standards will be fully implemented across K-12 classrooms in the 2014-15 school year.		
<a href="#">Looking Worse Before We Look Better: Student Performance in a Common Core World</a>		Released by MetaMetrics, this brief discusses how to communicate the expected drop in student test scores that coincide with the more difficult Common Core State Standards.		

<b>4.3 Teaching resources / materials selection and implementation</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.3.1 Procedures and criteria developed to guide the process of selecting instructional resources and materials</b>	<input type="checkbox"/> No procedures or criteria have been established for selecting instructional resources and materials.	<input type="checkbox"/> The district has reviewed the materials selection policies and criteria to determine the requirements needed to implement the Florida Standards.	<input type="checkbox"/> Procedures and criteria have been developed to meet the unique requirements of Florida Standards implementation but they are not uniformly applied.	<input type="checkbox"/> Procedures and clear criteria are in place to ensure that only high-quality materials, tightly aligned to the Florida Standards, are considered in the adoption of instructional materials.
<b>4.3.2</b>	<input type="checkbox"/> No policies for use	<input type="checkbox"/> No specific policies for	<input type="checkbox"/> Policies for using	<input type="checkbox"/> Policies for the acceptable

<b>Acceptable-use policies adopted and applied to use of instructional materials not adopted by the district</b>	of additional instructional materials outside of district adoptions have been established	the use of instructional materials outside of district adoptions have been identified, but the district is planning to establish such guidelines	instructional materials that are not district-approved adoptions have been drafted but these policies are not regularly used to evaluate consistency with them	use of materials outside of district-adopted resources are established and these guidelines are regularly applied to the use of instructional materials that have not been adopted by the district
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**Resources to Investigate:**

<a href="#">Publishers Criteria for ELA / Literacy K-2 ELA</a>	The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the CCSS to guide publishers and curriculum developers as they work to develop reading materials aligned with the Common Core State Standards.
<a href="#">Publishers Criteria for ELA / Literacy 3-11 ELA</a>	The Publishers' Criteria for English Language Arts and Literacy were developed by the lead authors of the CCSS to guide publishers and curriculum developers as they work to develop reading materials aligned with the Common Core State Standards.
<a href="#">Publishers Criteria for Math K-8</a>	The Publishers' Criteria for Common Core State Standards for Mathematics were developed by the lead authors of the standards to guide publishers and curriculum developers as they work to develop mathematics materials aligned with the Common Core State Standards
<a href="#">Publishers Criteria for High School Math</a>	The Publishers' Criteria for Common Core State Standards for Mathematics were developed by the lead authors of the standards to guide publishers and curriculum developers as they work to develop mathematics materials aligned with the Common Core State Standards
<a href="#">Links to Florida DOE Instructional Materials Adoptions Guidelines</a>	This link directs the user to the Florida DOE website page that links to guidelines for adopting instructional materials for math and ELA.

**4.4 Data use in decision-making about Florida Standards implementation**

<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.4.1 District-wide</b>	<input type="checkbox"/> No assessment plan exists to guide the	<input type="checkbox"/> The district is in the process of developing an	<input type="checkbox"/> A district-wide assessment plan that	<input type="checkbox"/> A district-wide assessment plan has been

<b>assessment plan developed to guide use of data from large-scale assessments</b>	use of all large-scale assessments in making decisions about instruction and curriculum.	assessment plan that will guide how data is used to make changes in instruction and curriculum.	outlines the purpose of all large-scale assessments has been developed, but it does not include plans for how the data will be used to make decisions about instruction and curriculum.	developed that outlines the purpose of all large-scale assessments in the district along with how the data from those assessments will be used to make decisions about instruction and curriculum.
<b>4.4.2 Multiple sources of data used to make decisions about curriculum and instruction</b>	<input type="checkbox"/> Multiple data points are rarely used to make decisions about programs and instruction.	<input type="checkbox"/> Decisions are often based on single points of data, although there is growing recognition of the need to use multiple sources of data in making decisions about programs and instruction.	<input type="checkbox"/> Decisions are often made using multiple sources of data, but the practice of using multiple data is not yet an established practice.	<input type="checkbox"/> Multiple sources of data are used when making decisions about changes to instruction and curriculum.
<b>4.4.3 Data warehoused, organized and accessible for use by staff</b>	<input type="checkbox"/> The district does not house student achievement data in a central location.	<input type="checkbox"/> The district does not house student achievement data in a central location, but is investigating options for doing so.	<input type="checkbox"/> The district warehouses data in a central location, but it is not easily accessible by all building and district staff.	<input type="checkbox"/> Data is warehoused and organized for easy access and use by all building and district staff.
<b>Resources to Investigate:</b>				
Description of <a href="#">Data-Driven Decision Making</a>		A brief overview of what data-driven decision-making is, along with some links to additional materials and information.		
<a href="#">Implementation Rubric: Data-Driving Instruction and Assessment</a>		The rubric is intended to be used to assess the present state of data-driven instruction and assessment in a school. The rubric specifically targets interim assessments and the key drivers leading to increased student achievement.		
<a href="#">Data-Driven Dialogue Protocol</a>		This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. The three phases of data-driven dialogue assist groups in making shared meaning of data.		
Data-Driven Instruction <a href="#">Resources</a>		Compiled by Sullivan County BOCES in New York, this matrix of resources provides links to numerous resources for using data to drive instruction.		

<a href="#">The Best Value in Formative Assessment</a> , an ASCD Article	In this article, published in <i>Educational Leadership</i> , the author describes the difference between formative and summative assessment and provides examples.
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<b>4.5 Comprehensive plans for implementation of the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.5.1 Long-range comprehensive plan for implementing the Florida Standards shared widely with staff and community</b>	<input type="checkbox"/> The district has not yet begun the development of a comprehensive plan for Florida Standards implementation	<input type="checkbox"/> The district is beginning the process of developing a comprehensive plan for Florida Standards implementation	<input type="checkbox"/> The district has developed a Florida Standards implementation plan but has not yet shared it widely with staff and the community	<input type="checkbox"/> A long-range, comprehensive implementation plan has been developed for implementing the Florida Standards and the plan has been shared widely with staff and the community
<b>4.5.2 Strategies for monitoring changes in instruction included in the implementation plans</b>	<input type="checkbox"/> The district does not include information and feedback loops in its Florida Standards implementation plan	<input type="checkbox"/> The district is aware of the need for information and feedback loops in developing its Florida Standards implementation plan, but has not yet drafted those components for inclusion in their plan	<input type="checkbox"/> The district's Florida Standards implementation plan is working on the development of information and feedback loops to include in its Florida Standards implementation plan	<input type="checkbox"/> Included in the Florida Standards implementation plan are information and feedback loops are designed to monitor whether instructional practice changes
<b>4.5.3 All parts of the plan aligned with the district's vision for Florida Standards implementation</b>	<input type="checkbox"/> The district has not yet begun the process of developing a Florida Standards transition plan.	<input type="checkbox"/> The district is just beginning to develop a Florida Standards transition plan and will be including a process for aligning policies and structures with the district's vision and expectations for Florida Standards	<input type="checkbox"/> The district has a Florida Standards implementation plan, but it does not include an examination of how policies and practices align with the district's vision and expectations for Florida Standards implementation	<input type="checkbox"/> As part of the Florida Standards implementation plan, current policies and structures (curriculum, resource adoption, professional development, graduation requirements, promotion policies, professional

		implementation		development) are evaluated to ensure that they align with the district's vision and expectations for Florida Standards implementation.
<b>Resources to Investigate:</b>				
Common Core State Standards: District Transition Plan <a href="#">Guiding Questions</a> for Arkansas Public Schools		The questions in this short document are designed to help districts develop a plan for transitioning from the Arkansas Curriculum Frameworks to the Common Core State Standards (CCSS). The same set of questions have been used by other states as well.		
<a href="#">CCSS District Implementation Timeline Template</a>		From Oregon, this sample template is provided to assist districts as they work to fully implement the Common Core State Standards (CCSS) in English Language Arts for Grades K-12, Mathematics for Grades K-12, and Literacy in History/Social Studies, Science, and Technical Subjects for Grades 6-12 by the 2014-2015 school year.		
<a href="#">Florida Common Core State Standards Implementation Timeline</a>		This document provides the timelines for implementation of the CCSS in the state of Florida. This information can be helpful in developing budgets that support the work of CCSS implementation.		

<b>4.6 Technology use / integration for implementing the Florida Standards</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.6.1 Plan developed for technology to support implementation and assessment of the Florida Standards</b>	<input type="checkbox"/> The district has not yet examined the technology requirements needed to implement the Florida Standards and the PARCC	<input type="checkbox"/> The district is aware of the need to evaluate and update the technology and infrastructure related to Florida Standards implementation, but has not yet developed a plan.	<input type="checkbox"/> The district has begun to develop a plan for ensuring adequate technology and infrastructure for Florida Standards and PARCC implementation.	<input type="checkbox"/> The district has a plan for procuring the essential hardware, equipment and infrastructure needed to implement the Florida Standards and to support the PARCC assessment
<b>4.6.2 Technology skills embedded in the</b>	<input type="checkbox"/> Florida Standards that embed technology skills	<input type="checkbox"/> Technology skills embedded in the Florida Standards have been	<input type="checkbox"/> Technology skills inherent in the Florida Standards have been identified and	<input type="checkbox"/> The district has reviewed the Florida Standards standards for embedded

<b>Florida Standards identified and teachers receive assistance in using appropriate technology</b>	have not been identified and no plan exists for assisting teachers in implementing them	identified, but no professional development opportunities have been planned or initiated to assist in teaching these specific standards	some professional development has been planned or delivered to assist in building the skills needed to teach the identified technology skills	technology skills and has developed professional development to assist teachers in addressing these technology-infused standards
<b>Resources to Investigate:</b>				
<a href="#">Technology Specifications for the PARCC</a>	This document provides minimum and recommended specifications for computer hardware, input devices, and security requirements; and suggests recommended levels of bandwidth that will support schools instructional and assessment needs. It does not yet set minimum bandwidth specifications. Schools, districts, and states can use these guidelines to determine the eligibility of existing computers as test-taking devices for the 2014-2015 PARCC assessments.			
<a href="#">Technology Connections of the ELA Common Core Standards</a>	This document highlights the explicitly stated technology within specific grade leveled standards.			

<b>4.7 Plan for communicating about Florida Standards implementation</b>				
<b>Attributes</b>	<b>Not Started Yet</b>	<b>Beginning</b>	<b>Implementing</b>	<b>Sustainable</b>
<b>4.7.1 Communication plan widely distributed and strongly supports Florida Standards</b>	<input type="checkbox"/> A communication plan for Florida Standards implementation is not in place.	<input type="checkbox"/> Planning for communicating about the Florida Standards is limited to some additions to the district's overall communication plan.	<input type="checkbox"/> A communication plan has been developed to share information about the Florida Standards, but it is somewhat limited in scope in distribution and audiences addressed.	<input type="checkbox"/> A comprehensive and specific communication plan is in place that makes a strong and compelling case for Florida Standards in place.
<b>4.7.2 All stakeholder groups, and especially parents,</b>	<input type="checkbox"/> No communication plan exists for the sharing of information about	<input type="checkbox"/> The Florida Standards communication plan addresses limited stakeholder groups and	<input type="checkbox"/> Multiple stakeholder groups are addressed in the district's Florida Standards communication	<input type="checkbox"/> All stakeholder groups (parents, students, community and business members, and educators)

<b>addressed in district Florida Standards communication plan</b>	the Florida Standards with any groups outside of the school, including parents.	there have been limited attempts to educate parents about the Florida Standards.	plan, but the plan does not include all stakeholder groups. Efforts to educate parents have been sporadic and random.	are included in the district communication plan for increasing communication about the Florida Standards. Efforts to inform parents have been particularly varied and widespread.
<b>4.7.3 Consistent messages about the Florida Standards relayed across all stakeholder communications</b>	<input type="checkbox"/> The district does not have a communications plan specifically focused on Florida Standards implementation	<input type="checkbox"/> The district is just beginning to draft a communications plan for Florida Standards implementation and needs to ensure that consistent messages are delivered to all audiences	<input type="checkbox"/> The district has a communications plan for Florida Standards implementation but the messages have not been clearly delineated or the totality of audiences are not addressed	<input type="checkbox"/> The district has a clear communications plan for Florida Standards implementation that includes consistent messages and objectives, audiences, modes of communication and frequency of communications

<b>Resources to Investigate:</b>	
<a href="#">What do Parents Need to Know?</a>	A short brief addressing the questions: What do parents need to know about the Common Core State Standards (CCSS)? How will they affect teaching and assessing mathematics and English language arts? What are the benefits and what can parents do to prepare for the CCSS?
<a href="#">Looking Worse Before We Look Better: Student Performance in a Common Core World</a>	Released by MetaMetrics, this brief discusses how to communicate the expected drop in student test scores that coincide with the more difficult Common Core State Standards.
<a href="#">Parents' Guide to Student Success</a> from the PTA	The grade-by-grade parent guides explain what students will be learning in each grade in ELA and math under the Common Core State Standards, and how parents can support their students' learning. Eleven guides were created for grades K-12, and all are available in English and Spanish.
<a href="#">Parent Roadmaps</a> to the Common Core State Standards	The Council of Great City Schools has developed <i>Parent Roadmaps</i> for understanding the Common Core State Standards for English language arts/literacy and mathematics in kindergarten through twelfth grade. For each grade and subject, the roadmaps explain to parents what their child will be learning and how parents can support learning outside of the

	classroom. They are currently available in English and Spanish.
<a href="#">Public Service Announcement</a> about the Common Core State Standards	The Council of Great City Schools developed two 30-second Public Service Announcements explain the Common Core State Standards to the public. The PSAs are available in both English and Spanish. Two three-minute videos are also available, in both English and Spanish, explaining the Common Core in more detail.