



Local Education Agency Career and College Readiness Standards Transition Guidance-2012

Career and College Readiness Standards transition forces us all to revisit the what, how and when. This document is intended to provide a tool for local district planning and implementation to Career and College Readiness Standards. There are three areas of transition focus: competency, leadership and organization. These areas of consideration are critical for the fidelity of implementation.



Implementation Essential Elements	District	Building	Classroom
<i>Competency/Knowledge – What skills do people need to implement this practice with accuracy and fidelity?</i>			
<ul style="list-style-type: none"> • Career and College Readiness Standards depth of understanding • Implement effective instruction for all learners • Assessing (formative, universal, diagnostic and progress monitoring) • Technology integration skills 	<ul style="list-style-type: none"> • All staff should have CCRS overview training • Review district assessment plan • Assess district wide technology equipment, accessibility and competencies (student and staff) 	<ul style="list-style-type: none"> • Unpack CCRS standards • Discuss and plan for instructional shifts • Identify Professional Learning needed –plan for implementation monitoring • Assess building wide technology equipment, accessibility and competencies (student and staff) Assess technology • Align resources materials necessary to support instructional changes 	<ul style="list-style-type: none"> • At grade levels align learning targets for the new level of understanding to master concepts and skills • Implement identified instructional shifts • Integrate technology instruction and online assessment experiences

Implementation Essential Elements	District	Building	Classroom
<i>Organization – What infrastructures and supports are needed to be in place to assure the practices can be implemented by the people?</i>			
<ul style="list-style-type: none"> • Conduct crosswalk of current district and building curriculum with CCRS (curriculum maps, pacing guides, etc). • Develop a plan for addressing differences (gaps) between curriculum maps and CCRS • Identify the time and funds needed for the professional learning to take place for the transition to the CCRS • Discuss teacher and student access to technology 	<ul style="list-style-type: none"> • Provide time for crosswalk work at building and district level • Develop adjusted curriculum maps for distribution to staff • Provide time for professional learning identified 	<ul style="list-style-type: none"> • Conduct crosswalk from current curriculum map to CCRS and develop a new curriculum map that includes the changes • Identify the concepts and skills that are taught in each grade level (I can statements, learning targets, etc) • Identify the instructional changes needed • Set a professional learning plan 	<ul style="list-style-type: none"> • Align resource materials necessary to support instructional changes. • Utilize MAISA CCRS units. • Embed professional learning into classroom practice.
<i>Leadership – What leadership capacity needs to exist to assure that the practices are implemented and maintained?</i>			
<ul style="list-style-type: none"> • Identify and educate Board of Education, Parent and community members on the new CCRS expectations • Set up monitoring plan for implementation of CCRS • Review assessment data for evidence of implementation 	<ul style="list-style-type: none"> • Conduct information sessions with identified groups • Develop a monitoring plan for the district implementation of CCRS • Review assessments for evidence of district implementation 	<ul style="list-style-type: none"> • Conduct information sessions with identified groups • Develop a monitoring plan for the building implementation of CCRS • Review assessments for evidence of building implementation 	<ul style="list-style-type: none"> • Monitor student progress on CCRS standards