

Idaho Common Core State Standards [CCSS] Implementation Plan



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Introduction

At its heart, the intent of the CCSS is to help students become problem solvers, critical thinkers, creators, and innovators, rather than memorizers and repeaters. In order for the Common Core State Standards to truly facilitate the dynamic instructional change to make this paradigm shift to deeper learning opportunities for all students a reality, all elements of the educational system must be seamlessly connected and mutually self-supporting. Therefore, Idaho's implementation of Common Core standards will integrate K-12 and Higher Education expectations for student success. With this unified system in place, we will send students to post-secondary education and on to careers who are better prepared to succeed. In turn, Higher Education will send to K-12 districts teachers and administrators steeped in the common core and ready to contribute to the perpetuation of CCSS instruction from day one. The synergy of this unified system relies on mutually supporting components, the structure of which is strengthened by common expectations and definitions of success. The end result will be many more students excelling in the workplace or graduating from post-secondary education institutions.

Supporting Implementation

Consistent Expectations

Student assessments, teacher and leader evaluations, pre-service certification requirements, and school accountability systems will be fully aligned to the common core standards. The Smarter Balanced Assessment system mirrors the foundational expectations of the Common Core, helping facilitate a seamless connection between standards, curriculum and assessment. Recent changes to pre-service programs and teacher and administrator evaluations reflect the importance of deep understanding of the common core being demonstrated in practice as well as codified in protocols and procedures. For example, due to recent Idaho Board of Education rule changes, pre-service programs in mathematics and English Language Arts/Literacy will be reviewed every three years for CCSS alignment rather than every six years. Likewise, evidence of common core principles being systematically embedded in instruction will be an expectation in future educator evaluations. Idaho's new innovative 5 Star accountability system provides a multi-dimensional view of student and school achievement that highlights student growth and achievement in common core subjects, mathematics and ELA/Literacy, while including other important metrics for post high school success such as college entrance exam scores, the number of students enrolled in and completing AP courses, and high school graduation rate.

 [Smarter Balanced Assessment Consortium Website](#)

Professional Support

Content and implementation support for common core standards will be available through professional development workshops and resources provided by the SDE and in partnership with state universities, through leadership networks and from regional specialists. A multi-dimensional approach of face-to-face training, use of the train-the-trainer model, and asynchronous training and resources will be employed to reach each Idaho educator.

The SDE is committed to providing all educators with quality resources, tools and professional development (PD) centered on Common Core State Standards. Face-to-face training provided to district and school implementation teams that is leveraged via the train-the-trainer model with resources and training modules built for effective replication in local LEAs on an as needed basis will form the basic structure of SDE outreach. In addition, the SDE will sponsor scholarships to selected, pertinent higher educational courses that stipulate recipients provide continuing PD in their local districts in support of common core implementation.

Building Capacity of District Implementation Teams

The SDE delivery model will rely on building the capacity of district and school CCSS implementation teams to provide ongoing professional development at the local level. District implementation teams were formed in fall of 2011, with over 115 districts participating in the SDE led regional training entitled, 'Introduction to the Common Core: Big Shifts.' These teams were brought back for summer workshops in 2012, 'Transitioning to the CCSS,' a deeper look at using the CCSS to develop lessons/units. Each workshop was delivered through the lens of the trainer and provided the necessary

tools and resources for replication at the local level. It is imperative that cohesive school and district implementation teams be formed and that they create an individual plan for reaching all staff with appropriate training. This training should be ongoing and methodical to enable lasting change in instructional practice that supports CCSS implementation. For example, many districts have employed Title II monies for weekly time devoted to Professional Learning Community [PLC] work on CCSS implementation.

To facilitate this train-the-trainer model, modules will be placed in the CCSS Toolboxes that break down the face-to-face workshops into discrete but interlocking modules, all complete with facilitator notes detailing goals, objectives, sequencing and progression of activities. These modules are designed to meet educators on their own schedules as individuals and as part of school level PLCs. In addition, the CCSS Toolboxes will provide access to many resources including videos, lesson plans, sample units and learning progressions, as well as the aforementioned professional development modules. These are now available statewide to all educators on Schoolnet, along with thousands of items, including performance assessment, aligned to the CCSS in the Assessment Module.

Also, SDE content staff will be providing during the school year monthly interactive webinars on important subjects in Math and ELA/Literacy related to the common core. As with the face-to-face training, resources from all sessions with facilitator notes will be archived in the toolboxes which are found on both the SDE site and on Schoolnet, the state funded learning management system open to all Idaho educators.

Finally, everyone understandably wants to know what will be on the new test. What will the expectations be? As resources become available from the Smarter-Balanced Assessment Consortium, such as but not limited to sample items, interim item banks, formative tools, assessment literacy training, learning progressions with embedded assessments, they will be made available to all Idaho educators in the Common Core Toolboxes.

In order for educators to plan ahead for professional development coverage for their school district or local professional learning community, the following venues will always provide explicit face-to-face training on the common core:

- Spring Summits, 2 day regional training in April and May
- Summer workshops, 3 days regional events, June-August
- Best Practices Summer Institute-Presentations on CCSS subjects will occur at this event
- Monthly Webinars by SDE Staff on CCSS Themes

Access to Resources

What can Schoolnet do for educators? Available to all Idaho public schools and all educators, Schoolnet and the SDE website will provide a repository of CCSS resources ranging from archived webinar workshops to exemplary lesson plans and videos of master teachers. Lesson and unit planning and study are at the core of Idaho's plan because that is what teachers do - plan and deliver rich learning opportunities to students. Routinely delivering deeper learning opportunities on a consistent basis is key to successful implementation of the CCSS. Assessment items on Schoolnet will support educators as

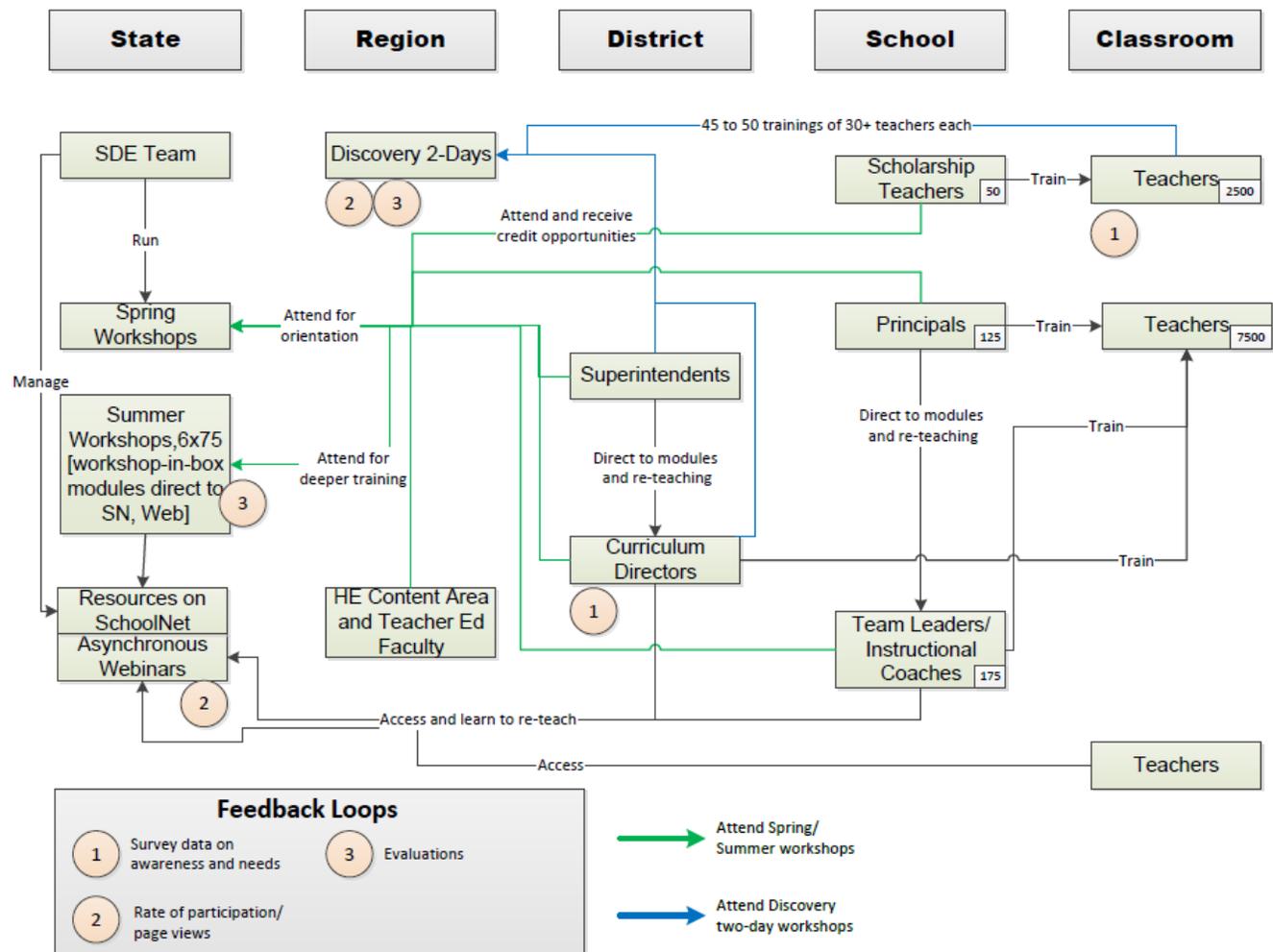
they align instruction to the new standards. Likewise, lessons/units created by Idaho teachers for Idaho teachers and aligned to the CCSS are shared statewide in the Classroom module of Schoolnet. Sharing of resources is also available at the school and district level. Schoolnet also provides historical or real time assessment data that can inform instruction and has many formative uses as well.

Major Implementation Strands

Common Core State Standards for English Language Arts and Literacy

Professional development activities will be created that honor the key foundational directive to have responsibility for literacy shared across all content areas. Beginning with a focus on reading, writing and analyzing informational text in 2011-12, the next area of focus will be the more rhetorically complex mode, argumentation in 2012-13, followed in 2013-14 by narrative writing. In addition, other areas of importance, such as but not limited to alignment of curriculum to the CCSS, understanding and applying new standards of text complexity, lesson/unit study and creation, and the accurate scoring of created student work will be ongoing efforts. Finally, tools and resources created by SBAC such as interim item banks, formative tools and assessment literacy modules, will be intertwined with ongoing professional development to help create a unified approach between standards, instruction, and assessment. Selected face-to-face training will be captured in easy to use modules complete with facilitator notes, sequence of events and featuring video clips of live sessions. These modules will be posted on the SDE website and on Schoolnet, and will represent a continuum from introductory sessions through deeper, more complex and specific sessions.

Delivery Chain for English Language Arts/Literacy:



Common Core State Standard for Mathematics (CCSSM)

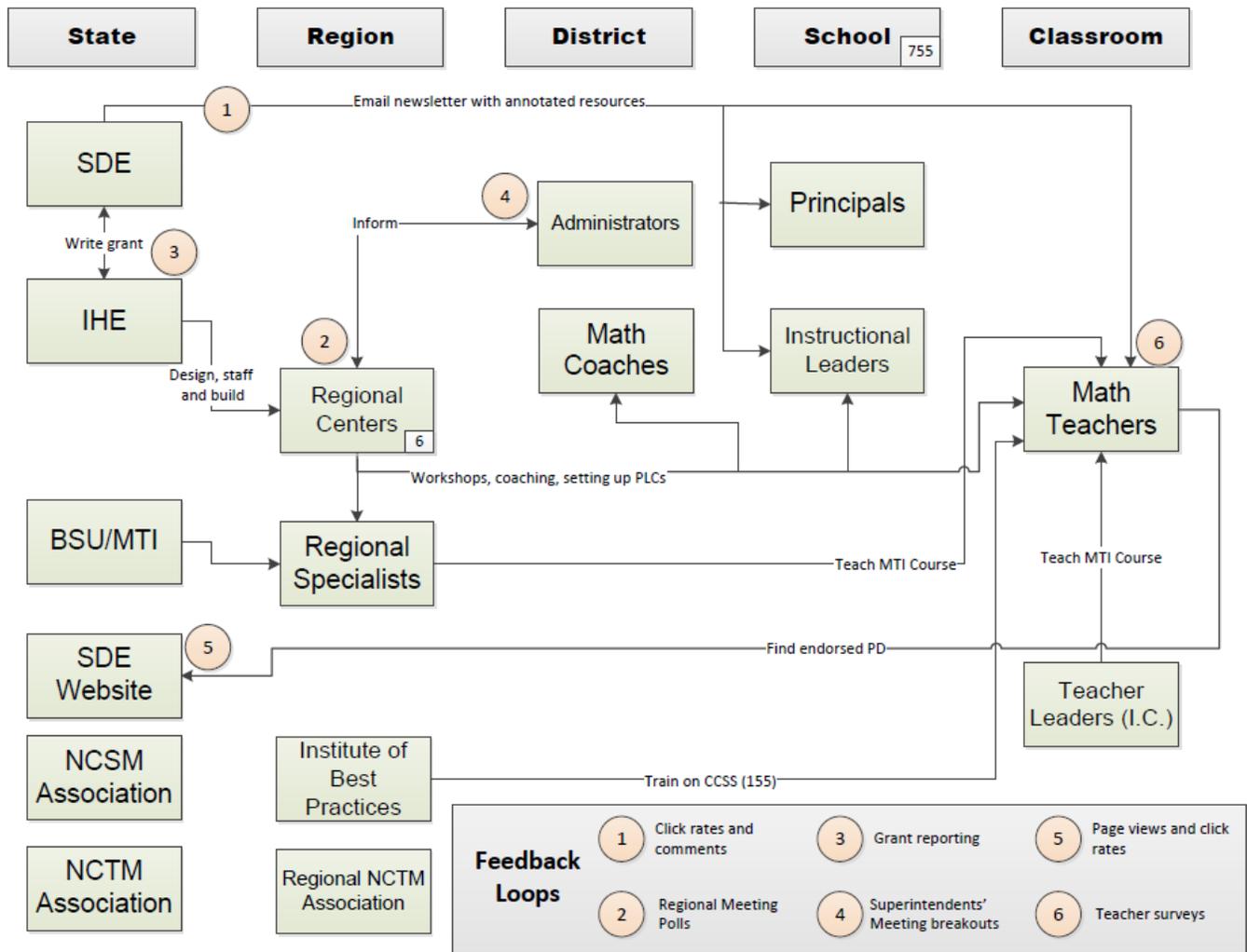
The Common Core State Standards powered by effective professional development systems are a significant driver of the transformation of education in Idaho. A truly effective implementation of the CCSS demands innovation in learning environments, technology and systems that support all teachers in their quest to assist all students to meet rigor of the Common Core and the rigor of 21st century expectations. The goal of the SDE is to provide a framework of support for districts, schools, and teachers and their continued professional growth and their efforts to successfully implement the CCSSM. The framework of support will evolve and grow as new resources are created or identified and further connections are mapped to a new course for education in Idaho.

The transition period between the adoption of the Common Core State Standards (CCSS) in 2011 and the first administration of CCSS aligned assessments in 2015 requires a phased approach for Idaho schools and districts.

During the first phase, beginning in 2010, the SDE traveled the state to provide regional workshops offering local districts opportunities to become familiar with the CCSS. The next phase is to gather, develop, and share resources for districts/schools/teachers as they transition to the CCSSM. These resources include CCSSM/MTI Conferences, the Committee for Teachers as Professionals [C-TaP] trainings in conjunction with the Institute of Best Practices, "Workshop in a Box," and webinars . In addition, the Common Core Math Initiative will build on the success of the Idaho Math Initiative, reframing the work to meet the challenge of the new standards.

The final phase is the creation of Regional Centers. Partnering with institutes of higher education, these Regional Centers will play an important role in providing professional growth opportunities that foster educational expertise and professionalism including a continual deepening of mathematics knowledge, effective teaching and assessment practices. The centers will utilize MTI regional specialists and district administration to assist in the identification of key mathematics teacher leaders at the school and district level. Teacher leaders will represent districts/schools and support the work of the regional centers. The Regional Centers will foster and the support development of district/school professional communities involving all who teach mathematics.

Delivery Chain for Mathematics:



Schoolnet and Role of Digital Content

The Schoolnet learning management system affords many opportunities to put excellent resources in front of all educators in real time with a few clicks of the mouse. Among the many resources supporting CCSS implementation is the exemplar lesson plan bank accessible to all Idaho teachers now. Created by master Idaho teachers for fellow teachers, these lessons/units aligned to the common core also include digital content through Discovery Learning, a rich tool also available statewide on Schoolnet. In addition, all districts have access to the many thousands of assessment items, many open-ended performance-based, that reside in the Assessment module. These items can be used to create and deliver online assessments for formative or summative uses.

Teacher and Administrator Evaluation Aligned with CCSS Expectations

The Idaho Department of Education, Educator Evaluation, recognizes the importance of aligning teacher and administrator evaluation to the use and implementation of the Common Core State Standards (CCSS). The goal of the State Department of Education (SDE) is to support districts in understanding the core teaching requirements surrounding the CCSS and the alignment of those standards to teacher and administrator evaluation.

Districts are expected to provide evidence based observations using the Danielson Framework for Teaching. Specific teacher practices related to implementation of the Common Core State Standards are being integrated in the Framework for Teaching at this time. Using the revised Framework as a starting point, the SDE will devise a plan through research and stakeholder teams to determine appropriate types and levels of evidence of educators' knowledge and skills related to Common Core Mathematics and English Language Arts instruction. The State's plan will identify points of alignment between its educator observation rubrics and the necessary CCSS instructional shifts that will support instructional leaders in performing both formative and summative evaluations. It is expected that all evaluators will provide instructive feedback to ensure a mutual understanding of CCSS that will promote teacher growth and effectiveness, focusing on instructional conversations resulting from observation and evidence-based evaluations.

Pre-service Programs and their Certification: A Key Higher Education Connection

Sending newly certified teachers to the classroom ready to contribute and lead in implementation of the common core is vital to strengthening and perpetuating the teaching of essential college and career ready skills to all Idaho students. Recent changes to certification approval cycles and expectations of Common Core readiness built into approval criteria provide great hope for unifying expectations across the K-21 spectrum, creating a supporting partnership between higher education and K-12.

Idaho has re-designed the state approval process for teacher preparation programs to produce candidates who will effectively teach the Common Core Standards no later than the 2014-2015 school year.

The revision has been approved by the Idaho State Board of Education and is expected to receive approval from the Legislature in spring of 2013. The utilization of, and emphasis on, the Idaho Standards for Initial Certification of Professional School Personnel, enables the Idaho State Board of Education to have more oversight of the teacher preparation program approval process. The state will begin to conduct focused reviews of state-specific, core teaching requirements that may be adjusted over time, depending upon state-wide initiatives. The emphasis on state reviews anticipated over the next decade will include integration of technology and use of student data, as well as pre-service preparation that will address effective K-12 practices in the teaching of the Common Core Standards. (See Approved Board Rule)

These state reviews will be conducted every third year to specifically monitor and collect candidate performance data in the following areas:

- Integration of appropriate educational technology. Pre-service technology standards approved by the legislature in 2010.
- Evidence of candidate knowledge and skill related to Common Core Mathematics instruction. This work is in early draft stages, but includes mathematical thinking for instruction for elementary teachers, and application of statistics for secondary teachers. Development of pre-service standards are being crafted by groups of teachers, administrators and higher education faculty as they work through the process of "unpacking" the Common Core Standards.
- Evidence of candidate knowledge and skill related to Common Core English Language Arts instruction. An early first draft of competencies specifically addresses English Learners and students with special needs. Development of pre-service standards are being crafted by groups of teachers, administrators and higher education faculty as they work through the process of "unpacking" the common core standards.

 [Board Rule Supporting State Review of CCSS and 21st Century Readiness](#)

 [Pre-Service Technology Competencies](#)

 [Aligning Teacher Certification with CCSS](#)