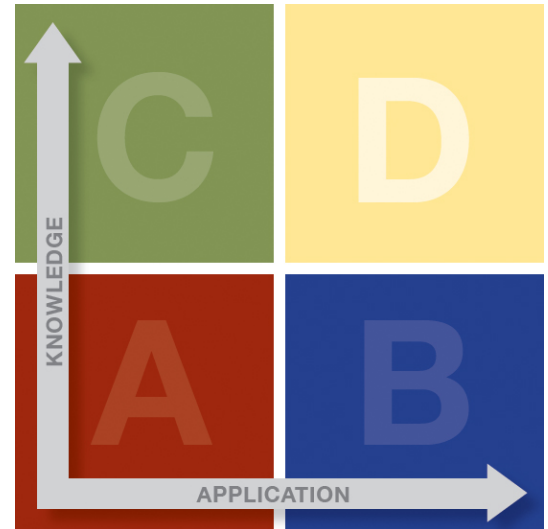


## Transition from State Standards and Assessments to New Common Core Standards and Next Generation Assessments

### Outcomes and Goals

- Facilitate a 3-year transition from current state standards and assessments to the new Common Core Standards (CCS) and Next Generation Assessments.
- Build deep understanding of and commitment to the CCS and Assessments.
- Support leadership in planning, goal setting, professional development, and implementation.
- Correlate current standards and assessments to the CCS and Assessments to identify gaps.
- Adjust curriculum to address the new requirements.
- Enhance instructional and assessment practices from the district to the classroom level.
- Develop and implement a process to monitor ongoing adherence to plans and goals.



### Year 1 Strategic Review and Planning

- **Initial Meetings with LEA** to define purpose, mission, process, needs, and project leadership (months 1-2).
- **Awareness Building and Communication** through presentations to staff and stakeholders to explain the Common Core Standards (and their relationship to existing state standards), the components of Next Generation Assessments and the impact they will have on existing curriculum, and instruction (throughout the year).
- **Needs Assessment/Gap Analysis** to identify consistencies and gaps among current standards, curriculums, and assessment and CCS and related assessments. Train teaching staff on standards alignment with instruction and on tools for developing and using formative and predictive assessments (months 3-4).
- **Planning** based on needs assessments and collaborative development of a comprehensive 3-year Transition Plan with goals and benchmarked actions. Develop and implement professional development plan to support priority goals and financial plan to support implementation activities (months 3-12).
- **Interim Reports and Recommendations** to LEA leadership for years 2 and 3 (as needed and months 10-12).

## **Year 2 Implement and Review**

Year 2 Program will be largely determined by Year 1 progress, feedback, needs identification, and results.

- **Awareness and Feedback Programs** continue (months 13–24).
- **Capacity Building through Teacher Training** to guide and support instructional staff to align district curriculum and instructional modules with the new CCS; develop teacher buy-in; nurture teaching practices that support authentic, real-world learning based on International Center tools, rubrics, and Quadrant D practices and models, including using data, data analysis at the classroom level, RTI, and Next Generation formative and summative assessments (months 13–24).
- **Job-embedded Professional Development** using a train-the-trainer model led by LEA and International Center instructional specialists (months 13–24).
- **Interim Reports and Recommendations** to LEA leadership for Year 3 (as needed and months 21-24).

## **Year 3 Build Capacity and Refine**

Year 3 Program will be largely determined by Year 2 progress, feedback, needs identification, and results. Specific areas of focus will shift toward sustainability of improvement programs and revisions based on actual roll-out of Common Core Standards and the anticipated Next Generation Assessments aligned to those standards.

- **Awareness and Feedback Programs** continue (months 25-36).
- **Focus on Alignment with Next Generation Assessments** to ensure that LEA efforts in curriculum and instruction are well aligned to the roll-out of new assessment program (months 25 – 36).
- **Capacity Building through Teacher Training** to continue building instructional capacity focused on both the new standards and the Next Generation Assessments (months 25-36).
- **Job-embedded Professional Development** to build capacity throughout the system focused on building a team of expert instructional leaders who have a deep understanding of the new standards and assessments as well as strategies to support all instructional staff throughout the district (months 25-36).
- **Final Report and Recommendations** to LEA leadership for sustainability and continuance (as needed and months 33-36).

For more information, please contact  
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