

Common Core State Standards
District Transition Plan
Guiding Questions

The following questions are designed to help districts develop a plan for transitioning from the currently adopted *Priority Academic Student Skills (PASS)* to the Common Core State Standards (CCSS) by the 2014-2015 school year.

District plans should address the CCSS for Mathematics; English Language Arts; and Literacy in History/Social Studies, Science, and Technical Subjects.

Questions for consideration related to CURRICULUM and INSTRUCTION:

- When will the district conduct a crosswalk between our district curriculum (e.g., curriculum maps, scope and sequence) based on *PASS* with the CCSS?
- How will the district conduct such crosswalks? Who will be involved in the process?
- What will the district do when there are differences between the district curriculum and CCSS?
- What is the district's plan for ensuring that concepts and skills that appear in a different grade in CCSS from where they appear in *PASS* will be taught effectively between now and 2014-2015? (For example, if a topic of study that currently exists in 5th grade is moved to 4th grade, in what year will the district teach it at both grades to ensure that all students have an opportunity to learn?)
- How will the district determine what curriculum materials are needed at each grade level to implement CCSS?
- If some of those materials are already in the district, how will the district ensure that they are in the proper place for implementing CCSS?
- How and when will the district acquire needed curriculum materials that are not already in the district?
- What is the district's plan for identifying and analyzing the quality of instructional materials that reflect the changes in the CCSS?
- What other curriculum issues exist as the district transitions from our current district curriculum based on *PASS* to CCSS?

Questions for consideration related to ASSESSMENTS:

- How will the district determine if our current district assessments (e.g., benchmark tests, common semester exams) measure student knowledge and skills as listed in CCSS?
- How and when will the district make modifications to district assessments if needed?
- How will the district ensure that students continue to be prepared for state assessments aligned to *PASS* prior to the 2014-2015 school year?
- How will the district prepare students for common state assessments aligned to CCSS in 2014-2015 school year?
- What other assessment issues exist as the district transitions from our current district assessments based on *PASS* to CCSS?

Questions for consideration related to PROFESSIONAL KNOWLEDGE, GROWTH, and DEVELOPMENT:

- How will the district determine what professional development teachers will need related to content and pedagogy for implementing CCSS?
- How and when will the district deliver professional development related to content?
- How and when will the district deliver professional development related to pedagogy?
- What other professional development issues exist as the district transitions to CCSS?

Questions for consideration related to STAKEHOLDER ENGAGEMENT:

- Which stakeholders will be involved in the implementation of the transition plan, and what are their specific roles and responsibilities?
- Which district leaders have been identified as responsible for ensuring the transition plan is implemented with fidelity?
- How will the district inform parents about the transition to CCSS?
- What other stakeholder issues exist as the district transitions to CCSS?