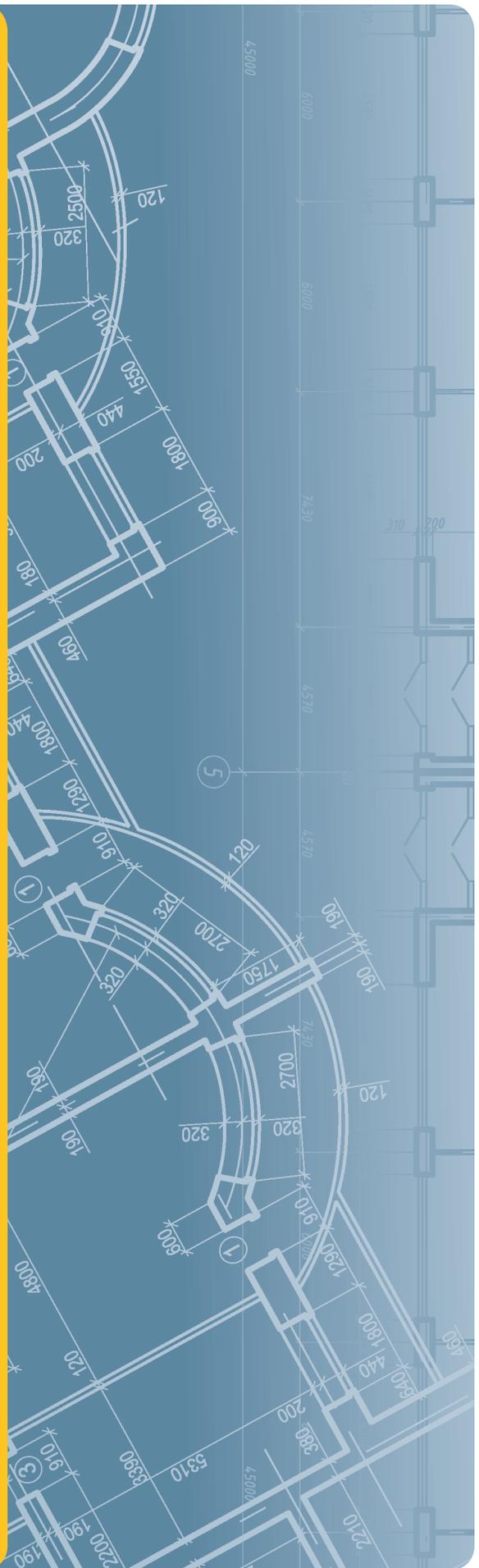


Blueprint for Implementation Workbook

Localizing the Common Core State Standards

A Learning Point Associates Institute, in Collaboration With
the Council of Chief State School Officers

May 5–6, 2010



State/District/School/Organization _____ Date _____

Team Members _____

Part I: Current State of Our Standards Work

Consider the **practices, policies,** and **people** involved in the standards work as you answer the questions in the following matrix.

CURRICULUM		
What are our strengths?	What can we build upon?	What are our concerns?

Consider the **practices, policies,** and **people** involved in the standards work as you answer the questions in the following matrix.

INSTRUCTION		
What are our strengths?	What can we build upon?	What are our concerns?

Consider the **practices, policies,** and **people** involved in the standards work as you answer the questions in the following matrix.

PROFESSIONAL DEVELOPMENT		
What are our strengths?	What can we build upon?	What are our concerns?

Consider the **practices, policies,** and **people** involved in the standards work as you answer the questions in the following matrix.

ASSESSMENT		
What are our strengths?	What can we build upon?	What are our concerns?

List the **implications**—challenges and opportunities—of the Common Core State Standards implementation.

IMPLICATIONS FOR THE STANDARDS WORK

Blank area for writing the implications, challenges, and opportunities of the Common Core State Standards implementation.

Part II: Desired State of Our Common Core State Standards Work

What would **successful implementation** of the Common Core State Standards look like **two to three years** from now for our **stakeholders**?

In the space provided in the following matrix:

- Explain how successful implementation would **look, sound, and feel** to your students, staff members, parents, community members, providers, and partners.
- Describe how successful implementation would look across your system: classrooms, schools, district(s), community(s), region(s), state, nation, and/or world.

VISION FOR IMPLEMENTATION

Part III: Planning for Implementation of Our Common Core State Standards Work

Specify one or two goals for each broad component listed in the following matrix. Then, identify action steps, leadership, resources, indicators of success, and timeframe for each goal, considering the specific components noted for each category.

CURRICULUM		
Goals Specify a goal for this component:	Action Steps Specifically, what are we going to do? <ul style="list-style-type: none">• Next steps• Steps with the greatest leverage	Leadership Who is responsible for “leading out” each action step? <ul style="list-style-type: none">• Point person• Shared leadership

Resources What resources are needed? <ul style="list-style-type: none">• People• Time• Materials• Money	Indicators of Success How will we know whether we are successful? <ul style="list-style-type: none">• Criteria• Method• Evidence	Timeframe When will this occur? <ul style="list-style-type: none">• Range• Deadline

CURRICULUM

Goals Specify a goal for this component:	Action Steps Specifically, what are we going to do? <ul style="list-style-type: none">• Next steps• Steps with the greatest leverage	Leadership Who is responsible for “leading out” each action step? <ul style="list-style-type: none">• Point person• Shared leadership

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PROFESSIONAL DEVELOPMENT

Goals Specify a goal for this component:	Action Steps Specifically, what are we going to do? <ul style="list-style-type: none">• Next steps• Steps with the greatest leverage	Leadership Who is responsible for “leading out” each action step? <ul style="list-style-type: none">• Point person• Shared leadership

Resources What resources are needed? <ul style="list-style-type: none">• People• Time• Materials• Money	Indicators of Success How will we know whether we are successful? <ul style="list-style-type: none">• Criteria• Method• Evidence	Timeframe When will this occur? <ul style="list-style-type: none">• Range• Deadline

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ASSESSMENT

Goals Specify a goal for this component:	Action Steps Specifically, what are we going to do? <ul style="list-style-type: none">• Next steps• Steps with the greatest leverage	Leadership Who is responsible for “leading out” each action step? <ul style="list-style-type: none">• Point person• Shared leadership

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ASSESSMENT

Goals Specify a goal for this component:	Action Steps Specifically, what are we going to do? <ul style="list-style-type: none">• Next steps• Steps with the greatest leverage	Leadership Who is responsible for “leading out” each action step? <ul style="list-style-type: none">• Point person• Shared leadership

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Part IV: Communicating and Collaborating With Our Stakeholders

Specify key stakeholder groups, support required, and level of influence in the following matrix. Then, identify action steps, leadership, resources, indicators of success, and timeframe for each stakeholder group, considering the specific components noted for each category.

STAKEHOLDER GROUPS: WHO ARE OUR KEY STAKEHOLDERS?		
Stakeholder Group 1	Action Steps	Leadership
<p>Name* _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Support Required Check one of the following:</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Full</p> <p>Level of Influence Check one of the following:</p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p>	<p>Specifically, what are we going to do to engage stakeholders?</p> <ul style="list-style-type: none"> • How and what will we communicate? • How will we collaborate? 	<p>Who is responsible for “leading out” each action step?</p> <ul style="list-style-type: none"> • Point person • Shared leadership

*Stakeholder groups may include students, teachers, building administrators, district administrators, parents, community members, board of education members, professional organization members, intermediate agency staff, SEA staff, and other educational partners.

Resources What resources are needed? <ul style="list-style-type: none">• People• Time• Media• Money	Indicators of Success How will we know whether we are successful? <ul style="list-style-type: none">• Criteria• Method• Evidence	Timeframe When will this occur? <ul style="list-style-type: none">• Range• Deadline

STAKEHOLDER GROUPS: WHO ARE OUR KEY STAKEHOLDERS?

<p>Stakeholder Group 2</p>	<p>Action Steps</p> <p>Specifically, what are we going to do to engage stakeholders?</p> <ul style="list-style-type: none"> • How and what will we communicate? • How will we collaborate? 	<p>Leadership</p> <p>Who is responsible for “leading out” each action step?</p> <ul style="list-style-type: none"> • Point person • Shared leadership
<p>Name* _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Support Required <i>Check one of the following:</i></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Full</p> <p>Level of Influence <i>Check one of the following:</i></p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p>		

*Stakeholder groups may include students, teachers, building administrators, district administrators, parents, community members, board of education members, professional organization members, intermediate agency staff, SEA staff, and other educational partners.

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STAKEHOLDER GROUPS: WHO ARE OUR KEY STAKEHOLDERS?

<p>Stakeholder Group 3</p>	<p>Action Steps</p> <p>Specifically, what are we going to do to engage stakeholders?</p> <ul style="list-style-type: none"> • How and what will we communicate? • How will we collaborate? 	<p>Leadership</p> <p>Who is responsible for “leading out” each action step?</p> <ul style="list-style-type: none"> • Point person • Shared leadership
<p>Name* _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Support Required <i>Check one of the following:</i></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Full</p> <p>Level of Influence <i>Check one of the following:</i></p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p>		

*Stakeholder groups may include students, teachers, building administrators, district administrators, parents, community members, board of education members, professional organization members, intermediate agency staff, SEA staff, and other educational partners.

Resources What resources are needed? <ul style="list-style-type: none">• People• Time• Media• Money	Indicators of Success How will we know whether we are successful? <ul style="list-style-type: none">• Criteria• Method• Evidence	Timeframe When will this occur? <ul style="list-style-type: none">• Range• Deadline

STAKEHOLDER GROUPS: WHO ARE OUR KEY STAKEHOLDERS?

<p>Stakeholder Group 4</p>	<p>Action Steps</p> <p>Specifically, what are we going to do to engage stakeholders?</p> <ul style="list-style-type: none"> • How and what will we communicate? • How will we collaborate? 	<p>Leadership</p> <p>Who is responsible for “leading out” each action step?</p> <ul style="list-style-type: none"> • Point person • Shared leadership
<p>Name* _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Support Required <i>Check one of the following:</i></p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Full</p> <p>Level of Influence <i>Check one of the following:</i></p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p>		

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About Learning Point Associates

Learning Point Associates is a nonprofit educational consulting organization with 25 years of direct experience working with and for educators and policymakers across the country to transform education systems and student learning. Our vision is an education system that works for all learners, and our mission is to deliver the knowledge, strategies, and results so educators will make research-based decisions that produce sustained improvements throughout the education system. Learning Point Associates manages a diversified portfolio of work ranging from direct consulting assignments to major federal contracts and grants. Since 1984, Learning Point Associates has operated the regional educational laboratory serving the Midwest—initially known as the North Central Regional Educational Laboratory® (NCREL®) and now known as REL Midwest. Learning Point Associates also operates the National Comprehensive Center for Teacher Quality, National Charter School Resource Center, Great Lakes East Comprehensive Center, and Great Lakes West Comprehensive Center.

About The Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.



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