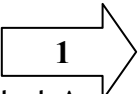
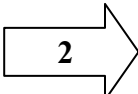
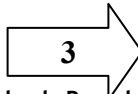
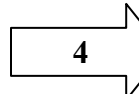
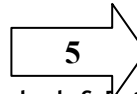


Common Core State Standards - Innovation Configuration Map for Transitional Dialogue

This tool can help you identify the level of your implementation of the Common Core State Standards (CCSS). It briefly describes how one might respond to various standards-based questions during the transition to full implementation of the CCSS.

Level of Implementation Teacher Questions	 1 Standards Awareness	 2	 3 Standards Based	 4	 5 Standards & Data Driven
Common Core Standards “How do students learn the CCSS in your classroom?”	“What CCSS should I teach?”	“I know what the CCSS are and I use them to focus my planning.”	“I know the CCSS & have determined which are essential, important & nice to know. ”	“I inform my students of on which CCSS we will focus before we begin instruction & let them know where they are moving along the progression of the standards.”	“My students can explain what they are expected to know & be able to do using specific language & examples.”
Curriculum & Unit Planning “How is student learning organized in your classroom?”	“I wonder if I am teaching the CCSS? The textbook has always been my curriculum.”	“I know my curriculum is aligned with the CCSS. I have a scope & sequence for the school year.”	“I use backwards planning to map each unit from the CCSS. I identify students’ strengths & needs, & I know what students need to learn, what proficiency looks like, & how they will learn.”	“My students understand our progress through the curriculum because I provide them with a road map of their learning. My students regularly use evidence to support arguments.”	“My students take charge of their progress through the curriculum; they know what CCSS they have attained & what they need to learn next.”
Assessment “How is student learning assessed in your classroom?”	“I am not sure how to assess the CCSS. I have always used a commercially prepared test or prepared one just before giving it.”	“I align assessments with the CCSS. I’ve determined the best way for students to show me they have learned each learning target tied to the CCSS.”	“I share my assessment expectations with students up front & share models & scoring guides tied directly to the CCSS. They know how they will need to demonstrate their learning. The context for assessment is responsive to students’ multiple intelligences.”	“I consistently use a variety of diagnostic, formative, & summative assessments so I know specific student learning strengths & can respond to their strengths, preferences, & needs.”	“At all times, my students are able to communicate their level of learning in relation to the standards, to identify what they have learned well, and to identify their next steps.”
Analysis of Data “How is student learning analyzed and used in your classroom?”	“I know when my students are passing or failing, but not whether they have met or exceeded a CCSS.”	“I have a good idea of where students are in relation to CCSS and set learning targets.”	“I know where students are in relation to the CCSS and related exemplars and provide students with frequent descriptive and constructive feedback about their learning of the CCSS.”	“On a daily basis I know where my students are and why they are there. I use ongoing assessments to refine, reteach and extend learning when necessary.”	“My students self-assess and interpret data regarding their own knowledge and skills. They set their own goals for learning.”
Instruction “How do you decide which instructional strategies to use to ensure learning?”	“I use the instructional strategies I feel most comfortable with.”	“I consistently use research-based instructional strategies to support student learning of the CCSS. Student are actively engaged & involved in inquiry.”	“I use the gradual release of responsibility model to move from guided practice to independence and to craft student learning experiences using strategies for successful learning.”	“I have seamlessly integrated ongoing assessment into my instruction so that I can differentiate (readiness, interests, learning profile) to ensure student learning in relation to the CCSS.”	“My students have a toolkit of their own learning strategies to use when they don’t understand the learning required by the CCSS.”