Suggested School/District "Soft Landing" Transition to Kansas Common Core Standards (KCCS)

	Phase I (2011-2012)[1]		Phase II (2012-2013)[1]		Phase III (2013-2014)[1]	
	In the Classroom (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)	**In the Classroom** (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)	**In the Classroom** (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)
Instructional Practices Outcome: to advance instruction and learning so that students exit school prepared for college and career	Focus on implementing instructional practices endorsed by CCS (mathematical practices[2] and ELA/literacy Publisher's Criteria documents[3])	Facilitate prof. learning and reflection on use of practices; focus walkthroughs on use of practices	Refine and strengthen implementation and expand frequency of use of instructional practices	Continue prof. reflection; PD as necessary; walkthroughs	Continue to refine, strengthen, and extend the use of instructional practices	Continue professional reflection; PD as necessary; walkthroughs
Curricula Outcome: to revise and implement curricula (including literacy in all content areas) to address college and career readiness	Continue existing curricula with special attention to topics and subtopics present in KCCS but not in prior standards	Use SEC Analysis Tool[4] to identify topics and sub-topics in existing curricula needing additional attention to fully implement KCCS; begin revising existing curricula	Enhance and extend special attention to topics and subtopics present in KCCS but not in existing curricula	Complete and vet draft of new curricula; provide PD on new curricula	Fully implement new curricula	Facilitate reflection upon and revise new curricula as needed
Resources, Materials, Textbooks, etc. Outcome: to identify, secure, and implement materials (including literacy in all content areas) to address college and career readiness	Use existing resources, materials, textbooks, etc., possibly shifting those existing resources and materials as needed to better address KCCS	Develop rubrics, questions, methods to evaluate resources, materials, textbooks, etc. for alignment with KCCS (including text complexity)	Use existing resources, materials, textbooks, etc., supplementing where needed and feasible to fully address KCCS	Vet any new resources, materials, textbooks, etc. against developed rubrics, questions, methods for both alignment with KCCS and school/district needs	Fully implement any new resources, materials, textbooks, etc. to address needs	Facilitate on-going reflection on needed resources, materials, textbooks, etc. to implement KCCS

(over)

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	Phase I (2011-2012) [1]		Phase II (2012-2013) [1]		Phase III (2013-2014) [1]	
	In the Classroom (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)	**In the Classroom** (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)	**In the Classroom** (what teachers do and what students see)	**Behind the Scenes** (what teachers and admin do, e.g. PD, planning, etc.)
Addressing the Assessment System Outcome: to identify and align elements of formative, interim, and summative assessment to measure college and career readiness	Maintain use of existing formative process and interim and summative assessments; take advantage of new formative items aligned/written to KCCS	PD on assessment literacy; PD on formative assessment	Maintain use of existing formative process and interim and summative assessments; take advantage of new formative items aligned/written to KCCS	PD on assessment literacy; PD on formative assessment; keep current on information about assessments available by 2014	Maintain use of existing formative process and interim and summative assessments; take advantage of new formative, interim, and/or summative items aligned/written to KCCS (including possible SBAC pilot)	PD on assessment literacy; PD on formative assessment; prepare for new summative assessment system
Navigating AYP Accountability (until AYP is reformed or eliminated) Outcome: to balance the need to meet existing accountability measures with the need to prepare for future accountability measures	Focus on teaching the KCCS and, as needed, supplement additional focus on indicators for AYP	Use SEC Analysis Tool[4] to identify topics and sub-topics needing maintained attention to satisfy AYP	Focus on teaching the KCCS and, as needed, supplement additional focus on indicators for AYP	Facilitate on-going reflection on and discussion of topics and sub-topics needing attention for AYP accountability	Focus on teaching the KCCS and, as needed, supplement additional focus on indicators for AYP	Facilitate on-going reflection on and discussion of topics and sub-topics needing attention for AYP accountability

Notes: [1] The school years identified with each of the three phases should be considered as minimums. Schools and districts that are able to move

[2] For more information on the mathematical practices see page 6 of the document at the following URL:
http://www.ksde.org/LinkClick.aspx?fileticket=vfQaDG_s9Hk%3d&tabid=4605&mid=10939&forcedownload=true

[3] The English Language Arts and Literacy Publisher's Criteria documents are available at the following URLs:
Grades K-2: http://www.ksde.org/LinkClick.aspx?fileticket=Kl1lEGDC5a4%3d&tabid=4605&mid=10940&forcedownload=true
Grades 3-12: http://www.ksde.org/LinkClick.aspx?fileticket=SY8HtjCTQl0%3d&tabid=4605&mid=10940&forcedownload=true

[4] The Surveys of Enacted Curriculum (SEC) Analysis Tool is available at the following URL:
http://seconline.wceruw.org/content1.asp