



# Implementing the Common Core State Standards

## State Spotlights

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## Introduction

High-quality Common Core State Standards (also, the Common Core or CCSS) implementation impacts student learning through improvements in instruction and clarity of purpose between educators, students, and parents. Good Common Core implementation should result in more students having the powerful, engaging, and challenging learning experiences that prepare them for success in college and career. Specifically, the Council of Chief State School Officers (CCSSO) believes high-quality Common Core implementation includes the following elements:

- System alignment and systems change
- Educator supports
- Student supports
- Communication and Engagement

The following spotlights are offered to:

- equip CCSSO's Implementing the Common Core Standards (ICCS) state coaches with examples of state actions and resources to share with state implementation teams as needs arise; and
- provide all states with quick access to sample practices they can quickly and easily review.

This resource is offered as a way to facilitate ongoing networking; the examples selected are fluid and will change over time. Examples were chosen based on quality and accessibility of information via the web. It is intended to be a quick reference document to support the sharing of lessons learned. If you have a resource you would like to share from your state, please contact Katey McGettrick at [kateym@ccsso.org](mailto:kateym@ccsso.org).

## System Alignment and Systems Change

Implementation of the Common Core State Standards calls for systems alignment that creates clarity for teachers and seamless transitions for students. The early childhood, K-12, and higher education communities in states must collaborate to create aligned, coherent systems that demonstrate a logical progression of learning that prepares all students for success. Similarly, accountability systems, teacher and principal preparation, educator licensure, professional development, and educator evaluation policies and practices must be aligned to and consistent with the Common Core State Standards in order to avoid conflicting messages to educators.

Although this document spotlights state actions in many of the elements of implementation of the Common Core State Standards, implementation is best understood as a systemic approach. Successful states have a clear vision and direction for student learning that connects all of the various components of the system and that involves the ongoing engagement of educator and community members not just in *what* to do, but also *why*. That is, successful states keep the ultimate vision out front and connect every element of work back to the vision.

**Title:** Tennessee Common Core Leadership Council (*added August 2012*)

In February 2012, Tennessee announced the formation of a [Common Core Leadership Council](#) to give districts a voice in the statewide transition to the Common Core. The council membership includes thirteen directors, supervisors, and an assistant principal, hailing from across the state. The council is tasked with advising department officials on formal and informal assessments and professional development resources; shaping the framework for all Common Core pilot programs; and becoming regional experts and leaders in the importance and concrete expectations of the standards. The council also selected [and trained exemplary educators to facilitate summer training on the Common Core](#).

**Title:** [Collaborative Conference for Student Achievement](#)

**State:** North Carolina

This presentation outlines the multiple rationales for adopting Common Core State Standards in the context of NC education reform, how CCSS will mesh with new state standards, and how educators will be supported in meeting those standards.

**Title:** [Kentucky College and Career Readiness Delivery Plan](#)

As part of its [College and Career Readiness for All initiative](#), Kentucky wrote a comprehensive College and Career Readiness delivery plan that lays out the vision, target goals, and the timeline and strategies it will pursue in achieving its goals. It is a systemic approach to improving education delivery in Kentucky. The plan sets clear targets and clear strategies to meet those targets. It also identifies a delivery chain and the obstacles to successful delivery, noting the risks and how each one might be mitigated.

## ESEA WAIVERS

Principle 1 of the ESEA waiver application requires an SEA to demonstrate that it has college- and career-ready expectations for all students in the state and has adopted standards aligned with those expectations. Each waiver application describes the state's plan to transition to and implement these college and career ready standards. [CCSSO provides links to these applications on its website](#), if you are interested in reading various examples of how states addressed the adoption and implementation of college- and career-ready standards.

Minnesota's request is an example of an application that discusses how the state is operationalizing systems change through the lens of standards implementation.

**Title:** [Minnesota ESEA Waiver Request](#)

See pages 31-32 of Minnesota's waiver request to read about the state's philosophy on systems change; pages 33-38 and 175-178 provide more detail.

**Title:** [Louisiana ESEAS Waiver Request](#)

See pages 128-129 of Louisiana's waiver request to read about the Louisiana Integration Project which makes purposeful links between educator evaluation and Common Core and assessment implementation.

## Educator Supports

The Common Core does not dictate how teachers should teach; those decisions will remain at the local level. Therefore, educators need the tools, guidance, and professional learning experiences that help them understand the standards deeply; develop curricula, lessons and units, and aligned assessments; and, locate and evaluate if instructional materials are aligned to the Common Core. It is vital to the implementation of the Common Core that educators teach rich, engaging lessons that foster students' love of learning while challenging them to meet the high expectations in literacy and mathematics outlined in the Common Core.

### ***Curriculum***

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#### MODEL CURRICULUM AND CURRICULUM FRAMEWORKS

**Title:** [Maryland Common Core State Curriculum Frameworks, Reading/ELA PK- 12](#)

These are frameworks that “unpack” the CCSS and identify the essential skills and knowledge that a student would need in order to master the grade specific standards. These frameworks were developed with the input of educators across the state, who identified the essential skills and knowledge connected with each standard. The statements are intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard. The draft frameworks will be introduced to teachers and administrators at the state’s Educator Effectiveness Academies this summer. Maryland also plans to develop an online toolkit to support these frameworks over the next few years. Together, the toolkit and frameworks will become the Maryland Common Core State Curriculum.

**Title:** [Indiana Curriculum Maps](#)

This website has links with information about the process Indiana has developed to provide curriculum maps for the new standards to support local implementation.

**Title:** *Ohio Model Curriculum*

In 2011, Ohio adopted model curriculum for each grade in [English Language Arts \(ELA\)](#) and [math](#). The model curriculum was written by Ohio educators to support the implementation of the Common Core Standards. In addition to the model curriculum, Ohio provides transition and implementation tools for educators. Local control states may want to consider these kinds of models when determining how to support educators while honoring the right of school district to set curriculum.

In addition, Ohio presents strategies for diverse learners, drawing specific connections between Universal Design for Learning principles, the CCSS, and the model curricula. This is of particular importance because the CCSS are explicitly intended for all students, whether they are students with disabilities, gifted learners, or English language learners.

**Title:** [Models of Curriculum – Resources for Diverse Learners \(Ohio\)](#)

This document presents strategies for meeting the needs of all learners including gifted students, English language learners (ELL) and students with disabilities. Resources are based on the Universal Design for Learning principles.

## UNPACKING STANDARDS

**Title:** [NC Common Core Instructional Support Tools](#)

**State:** North Carolina

The purpose of this toolkit is to support teachers in understanding CCSS by demonstrating “at a granular level the knowledge and skills students are expected to master at a particular grade.” It unpacks the standards for all grades in both ELA and Math.

**Title:** [Delaware English Language Arts Know, Understand, Do \(KUD\) Organizer](#)

**State:** Delaware

This document describes unpacking a Common Core State Standard to describe what the students will Know, Understand, and Do. The KUD organizers are intended to be used as a springboard to inform decisions about curriculum and instruction and include CCSS Reading Literary and Informational Standards 1-9 for all grades.

ELA: [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/ela.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/ela.shtml)

Mathematics: [http://www.doe.k12.de.us/infosuites/staff/ci/content\\_areas/math.shtml](http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/math.shtml)

## TECHNICAL ASSISTANCE TO DISTRICTS (added August 2012)

**Title:** [ASCD Article: Missouri Department of Elementary and Secondary Education focusing on technical assistance](#)

A July 2012 article posted to ASCD’s Core Connections highlights Missouri’s efforts to develop close working relationships with districts. A local school district, in conjunction with the department, developed a professional development series around the Common Core State Standards, with the focus on ELA at the elementary level and math and ELA at the high school level. The work that they developed has been modified as needed for a statewide audience and is being delivered through a series of train-the-trainer events.

## ***District Planning***

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### BLUEPRINT FOR LOCAL IMPLEMENTATION

**Title:** [Getting the Common Core into the Classroom](#)

**State:** Illinois

This presentation lays out a district’s “blueprint” for implementation focusing on urgency, vision, system, and staff. It was developed at Limestone Community High School 2011, but contains broad ideas applicable to any state. The blueprint provides a framework for thinking about implementation of the standards in the larger context of education delivery that can help districts and schools see that Common Core implementation is not just another reform to tack on to existing work.

### DISTRICT TOOLKITS AND TEMPLATES

**Title:** Idaho Common Core State Standards Tool Box (added August 2012)

Idaho has developed Common Core tool boxes for ELA and math. Each tool box provides an overview of the standards, instructional materials and resources, professional development resources, and information on the new assessments.

ELA: <http://www.sde.idaho.gov/site/common/ELAcCore/>

Math: <http://www.sde.idaho.gov/site/common/mathCore/>

**Title:** [Colorado Standards Implementation Toolkit](#)

This comprehensive toolkit provides a timeline and resources related to transitioning to the Colorado Academic Standards, including updating local standards, design curricula, comparison tools, and design tools. It identifies four stages of implementation and provides a corresponding toolkit for districts to use in each stage. Each area includes a description and list of suggested action steps and resources needed to move forward with implementation. Colorado is a local control state that cannot develop a state-mandated curriculum due to constitutional provisions that leave curriculum development to local school districts. States that have similar constraints might look to this toolkit as a way to support districts while respecting their authority to develop curriculum.

**Title:** [Oregon Common Core State Standards Toolkits](#)

Oregon created customized CCSS implementation toolkits for administrators, teachers, early childhood educators, and parents and students. The toolkits are divided into phases of implementation: Awareness and Dissemination, Transition, Implementation, Evaluate and Refine. Oregon's toolkit is a good reminder of the importance of [reaching out to the early childhood community](#) to ensure it is aware of the new standards and what children will be expected to learn in Kindergarten. Included is the toolkit is a [one-page document](#) that Oregon has developed that succinctly explains why it is important for early childhood educators to be familiar with the CCSS.

**Title:** [Iowa Core Self Study & Implementation Handbook](#)

This document provides a process to facilitate local planning and a protocol for meeting the requirements to develop an Implementation Plan for the Iowa Core, which includes the Common Core State Standards as well as standards in social studies, science and 21<sup>st</sup> century skills. Six outcomes are identified for districts: 1) Leadership; 2) Community; 3) Schools; 4) Content-Instruction-Assessment (CIA) Alignment; 5) (CIA) Professional Development; and 6) (CIA) Instruction. One particularly helpful aspect of this handbook is the video tutorials that accompany the handbook which walk through the self-study and implementation plan applications.

**Title:** [Oklahoma District Implementation Plan \(Template, Timeline, and Guiding Questions\)](#)

Oklahoma provides templates for districts to use as they plan transition to CCSS. Two blank templates, a timeline, and a set of guiding questions to support planning are also available.

**TRANSITION PLAN**

**Title:** [Delaware's Transition from Adoption to Implementation](#)

This one-page timeline outlines Delaware's transition from adoption to implementation in four phases. While more detailed implementation plans are essential for internal state education agency planning, distilling your implementation plan into its essential elements is an important tool for educating the public about the transition to the new standards. Developing a document such as this from your plan will allow you to succinctly communicate your state's transition plan to educators, parents, students, legislators, and the business community. For states that need an outline for establishing a plan, the phases outlined here could serve as the basis for writing a transition plan.

**STANDARDS CROSSWALK**

**Title:** [Crosswalk – Common Core State Standards \(CCSS\) Comparison to Kentucky State Standards](#)

A crosswalk publication that looks at alignment between current state standards and new CCSS in ELA and math.

## ***Instructional Change***

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### INSTRUCTIONAL SHIFTS

**Title:** [Common Core Instructional Shifts](#) (New York)

This resource describes in detail the Common Core shifts needed to effectively implement the standards in ELA/literacy and math.

**Title:** New York State Common Core Sample Questions (*added August 2012*)

The New York State Education Department has [developed a teaching tool for educators](#) in the form of a series of sample questions that demonstrate the instructional shifts in the ELA and math Common Core Standards. These samples are also a good resource to aid students and parents in understanding what the new standards will look like in the classroom. The sample questions are available for grades three through eight in both subjects. For each grade level and subject, there are approximately 12 questions, which include multiple choice, short constructed response, and extended constructed response. Read a more detailed overview of this resource and download the samples through NYSED's website.

### EDUCATOR-DEVELOPED LESSONS AND TOOLS

**Title:** [West Virginia's Teach21 website](#)

West Virginia's *Teach 21* website contains educator-developed resources aligned to the Common Core State Standards (which WV calls their Content Standards and Objectives - CSOs) and the state's other standards. The website contains interactive digital resources, including [Interactive CSOs](#), [NxG CSOs for ELA and Mathematics](#), [Strategy Bank](#), and [Instructional Guides](#) aligned to the Common Core. Since the state implemented the kindergarten standards in the 2011-2012 school year, the *Teach 21* website includes many rich lessons and resources developed by teachers on the kindergarten ELA and math standards.

### MATHEMATICAL PRACTICES

**Title:** [K-8 Kansas Common Core Flip-books](#)

These flip-books make links between the mathematical practices and the content of the Common Core Standards. They include instructional strategies and examples for each mathematical practice standard at each grade level. The materials are posted on the Kansas Association of Teachers of Mathematics (KATM) website.

### ELA AND MATH GRAPHIC ORGANIZERS

**Title:** [English Language Arts and Math Graphic Organizers](#) (North Carolina)

North Carolina created sample content-specific graphic organizers that are visual representations to assist the student in organizing abstract "big picture" information that is new, overwhelming or misunderstood in the new standards. These graphic organizers are in draft form and are undergoing review for feedback. For ELA, the graphic organizers are available for Argument, Compare and Contrast, Dialectic Response, Inquiry, Synthesizing, and Vocabulary, and for math there is a graphic organizer for Number Lines.

## ***Lesson and Unit Planning***

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### LESSON PLANNING ACTIVITY

**Title:** [Illinois Lesson Planning Activity](#)

The document is designed to help teachers modify current lessons to fully address the new standards.

### LESSON AND UNIT EXEMPLARS

**Title:** [Curriculum Exemplars \(New York\)](#)

These are exemplar lessons for ELA in grades 6, 7, 8, 9-10 and 11-12 and for mathematics in grades 1, 2, 7, and high school algebra.

### TEXT COMPLEXITY

**Title:** [Kansas ELA Text Complexity Rubrics and Resources](#)

The Kansas state education agency collaborated with educators in the state to develop tools for educators to evaluate text complexity.

### LESSON AND UNIT REVIEW RUBRIC

**Title:** [Tri-State Collaborative Quality Review Rubric](#)

**States:** Tri-State Collaborative (Massachusetts, New York, and Rhode Island)

The Tri-State Collaborative (composed of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for Mathematics and ELA/Literacy.

## ***Professional Development***

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Teachers, principals, and district leaders must have high-quality professional learning experiences that help them understand the shifts in the Common Core from existing state standards and identify the changes they will need to make to their own curriculum and instruction in order for students to meet Common Core expectations. Participation in trainings or watching webinars or videos on the Common Core is not alone sufficient professional development; this must be coupled with teachers having regular and frequent meaningful, data-informed discussions with their peers and a coach or mentor to support them in transferring new knowledge and skills to the classroom.

### ONGOING PROFESSIONAL LEARNING

**Title:** [Kentucky Content Leadership Networks](#)

This website describes the role of Leadership Networks, which are a requirement of Kentucky's broad education reform set out in Senate Bill 1. These networks are "intended to build the capacity of each district...as they implement Kentucky's new Core Academic Standards." Resources include curriculum maps and pacing guides, gap analysis protocols, grade level shifts, planning and pacing processes, and descriptions and timelines related to how the leadership networks will operate. It also provides a 3-year timeline of the networks' work and expectations. In addition, it provides a good explanation of the difference between capacity building and train the trainer models.

**Title:** [Vermont's Transition to the Common Core State Standards: English Language Arts](#)

This document details the recommendations for professional learning to support the transition to the Common Core State Standards in English Language Arts and Literacy. This professional learning plan was developed by Vermont educators and professional development providers in collaboration with department staff and is intended to provide schools and districts with guidance as they transition to the CCSS. [Professional learning resources are also available for math.](#)

CREATIVE PARTNERSHIPS (added August 2012)

**Title:** [Washington State CCSS District Implementation Pilot Project](#)

**State:** Washington

With funding through the federal GEAR-UP! Program and in partnership with the Washington Higher Education Coordinating Board, Washington has awarded grants of \$4,500 to 50 districts to help with the implementation of Common Core State Standards. GEAR UP! Is a federal grant program that helps increase the number of low-income students preparing for college. Grant winners are expected to designate a district CCSS implementation team, attend content trainings and district team workshops, provide collaborative time for school faculty, and agree to serve as a resource for other school districts as they build transition plans. Partnering with the GEAR UP! Program is one option states may consider exploring in order to maximize training opportunities for educators in schools with high percentages of low-income students. Small and rural districts may find this assistance particularly beneficial, given that staffing and funding constraints are often heightened.

TEACHER TRAINING (added August 2012)

**Title:** [Florida College System Teacher Education Programs](#)

The Florida College System Teacher Educator Programs are the first in the nation to voluntarily commit to a system-wide implementation of the Common Core State Standards. The new standards will be embedded in the teacher preparation program curriculum throughout the college system so new teachers who enter the classroom will be ready for the more rigorous standards.

TRAINING SESSION

**Title:** [New York Common Core PD Kit](#)

This kit is designed to help New York's Network Teams prepare teachers and administrators for the implementation of the CCSS, including a facilitation guide and a full day presentation (with talking points). This document is a good resource for developing a training session on the Common Core.

INSTRUCTIONAL VIDEOS

[Teaching Channel topics specific to the Common Core](#)

SAMPLE USES OF THE TEACHING CHANNEL VIDEOS:

**State:** Vermont

Vermont is providing links to the Teaching Channel as a way to demonstrate the impact of standards on teaching. [Click on "Episodes and Air Times" to see how Vermont Public Television is posting these videos.](#)

**State:** Arkansas

Arkansas is directing teachers to the Teaching Channel for [Classroom videos of CCSS in Action.](#)

## Communication and Engagement Tools

Ongoing, two-way communication must occur between students, parents, teachers, school and district leaders, community members, higher education faculty, business leaders, the media, and state policymakers since it will require all parties working together over time to ensure students are prepared for college and career.

At a minimum, a state website should include an obvious and easily accessible section on the transition to the standards. Below are examples of states that extend their engagement strategies well beyond the state education agency home page, including developing new educator-focused websites, collaboration sites, videos, and public awareness campaigns.

CCSSO has also developed a communications toolkit to assist states in thinking through how to develop a communications plan. More information about the toolkit is available in the additional resources section below.

### COMPREHENSIVE WEBSITE

**Title:** [Engage NY website](#)

Engage NY is an evolving, collaborative platform for educators within three major areas: Common Core State Standards, data-driven instruction cycle and school-based inquiry, and teacher and leader effectiveness.

**Title:** [New Mexico Common Core State Standards Website](#) *(added August 2012)*

The New Mexico Common Core website provides a one-stop site where students, parents, teachers, and administrators can learn about the Common Core. The home page also links to the state's transition timeline, its guiding principles for standards implementation, FAQs, and an explanation of how the Common Core is different from New Mexico's current standards.

### COLLABORATION SITE (GOOGLE SITE)

**Title:** [Common Core in Vermont](#)

Vermont has set up an online collaboration site for Vermont educators that includes presentations, tools, and resources. This collaboration site is a strong example of promoting two-way communications—to both push out key messages and information and also learn from the high-quality work of educators across the state.

### STATEWIDE COLLABORATIVE CAMPAIGN:

**Title:** [Expect More, Achieve More Campaign](#)

**State:** Tennessee

Tennessee State Collaborative on Reforming Education's (SCORE) launched the Expect More, Achieve More campaign to build support statewide for the new standards and mitigate the impact of a drop in test scores on Tennessee's state assessment. More than thirty business and education organizations across the state came together in this campaign. The campaign included several statewide summits in 2010 to kick off the campaign. The site includes a link to a [parental outreach website](#), PSAs, and brochures.

#### VIDEOS:

**Title:** [\*Making the Transition to the Common Core State Standards: ELA and Literacy \(Indiana\)\*](#)

This mini-series is designed to provide an efficient pathway for understanding and implementing the most significant shifts in English language arts and literacy instruction. The shifts presented are: 1) emphasizing informational text; 2) literacy standards for all content areas; 3) text complexity; and 4) special place of argument.

**Title:** *Clearer and Higher: Why Students Need the Common Core (Ohio)*

The Ohio Department of Education (ODE) has produced a four-minute video on the Common Core State Standards and assessments that they would like to share with all states and their school districts to explain the standards to teachers, parents and a variety of stakeholders.

The department is offering the video, *Clearer and Higher: Why Students Need the Common Core*, under the Creative Commons license so states wishing to use the video may add state-specific information. The video can be used in a variety of settings, such as an opener for education-leader speaking engagements and for showing at district- and school-level faculty meetings, parent nights, and association and community events. The video is available for [download from the department's website in two different formats \(MP4 and WMV\)](#). It is also available on the [ODE YouTube site](#).

#### **ADDITIONAL COMMUNICATIONS RESOURCES**

[Visit the Communications folder on the ICCS collaboration site](#) (a password-protect site for state education agency staff). Under Communities, select View Libraries, then Implementing the Common Core State Standards. From there, select the Communications folder. There you will find the Communications Toolkit, Customizable Brochures [on the Common Core State Standards for different audiences](#), including parents, educators, district leaders, higher education faculty, school leaders and the business community, and the resources that were shared at the June 2012 communications meeting.

### ***Engaging Higher Education***

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The higher education community is a critical partner in standards implementation in at least three primary ways. First, institutions of higher education are often responsible for preparing future educators through teacher preparation programs and for providing professional learning opportunities to practicing educators. Second, the K-12 and higher education communities must have a common understanding of college-readiness so that students matriculating into two and four year colleges and universities after high school are ready to meet the institution's performance expectations. Third, researchers from institutions of higher education are the best suited partners to study the ongoing impact of the implementation of the Common Core in local schools. This section highlights ways to leverage existing entities to establish relationships and to create venues for collaboration.

#### **STATEWIDE COORDINATING AGENCY**

**Title:** [\*Kentucky Council on Postsecondary Education Strategic Agenda Focus on College Readiness\*](#)

The Kentucky Council on Postsecondary Education describes its "Strategic Agenda Focus On College Readiness" goal—*Kentucky will be stronger by ensuring more high school graduates, GED graduates, and working-age adults enter college prepared for credit-bearing work*—and Policy Objective 1—*"Increase the number of college-ready Kentuckians entering postsecondary education."* Its webpage describes several strategies to achieve the goal and objective.

This entity was created in 1997 through legislation. Many states have statewide coordinating agencies for higher education that state education agencies should consider engaging in the implementation process. When looking to engage any stakeholder or partner, look for existing entities that would be a natural partner in your work.

If your state does not have such an agency and you are not interested in pursuing legislation to create one, you could also consider an executive order to create a council to establish the work and relationships.

#### CRITERIA FOR ASSESSING COLLEGE-READINESS

**Title:** [\*College Entry-Level Competencies \(Missouri\)\*](#)

Missouri's Department of Higher Education set criteria for assessing college readiness, working "closely with faculty and academic officers from public and private colleges and universities, as well as representatives from the Department of Elementary and Secondary Education and local school districts, to identify entry-level competencies for college-bound students."

The competencies align with the Common Core State Standards for language arts and mathematics adopted by the Department of Elementary and Secondary Education last year. The release of the college-ready competencies was delayed until the higher education sector could analyze the Common Core State Standards to ensure the standards were consistent with the expectations of the state's public colleges and universities.

If you are looking to initiate conversations with your state's higher education community, you may want to consider using the competencies developed here as a starting point for your conversation about determining college readiness in your state.

#### COLLEGE READINESS TRANSITION PROJECT

**Title:** [\*SREB College Readiness Transition Project\*](#)

**States:** Florida, Kentucky, Maryland, Texas, Virginia and West Virginia

SREB has developed a model college- and career-readiness agenda composed of six interrelated and essential components including:

- College- and career-readiness standards that are universal and statewide.
- Assessments of state-adopted standards with qualifying scores denoting readiness.
- Public school curriculum that aligns with college- and career-readiness standards.
- Assurance from public higher education that standards will be used for college placement.
- Statewide professional development plans for teachers to implement standards.
- State accountability programs that incorporate the college- and career-readiness standards.

In testing these six components, SREB reviews the progress in these six states to improve readiness, suggest ways to build on existing policy, research and practice, and engage state leaders to develop and implement transitional senior-year courses in mathematics and English/language arts.

To do the same in your state, SREB proposes the following steps:

1. Convene statewide committees of higher education and K-12 education representatives, faculty, and state-level curriculum and assessment officials.

2. Analyze the extent to which state readiness standards are highlighted in existing senior-year course work, ascertaining not only whether the specific skills are taught but the intensity with which they are targeted.
3. Using this gap analysis, identify how readiness standards can be emphasized through new or revised curricula, such as different courses or modules.
4. Develop course specifications or guidelines for other types of learning activities, including content standards and expected performance levels, and identify effective ways to deliver such instruction.
5. Analyze how a state's current curricula and policies will accommodate such changes and explore necessary policy recommendations.

#### COLLEGE READINESS PARTNERSHIP

CCSSO, The American Association of State Colleges and Universities (AASCU), and the State Higher Education Executive Officers (SHEEO) are currently working with state leadership teams from Kentucky, Maine, Massachusetts, Missouri, Oregon, Tennessee, and Wisconsin in the College Readiness Partnership. The Partnership is a collaborative to promote broad implementation of the Common Core State Standards in mathematics and English Language Arts, with a strong focus on those issues at the intersection of K-12 and higher education systems. Contact: Janice Poda, CCSSO, [janicep@ccsso.org](mailto:janicep@ccsso.org)

#### INTERSEGMENTAL COLLABORATION

**Title:** [Ed Week Blog on Intersegmental Collaboration in Kentucky](#)

**State:** Kentucky

Ed Week blog post that describes "dozens of pacts across the state between school districts and universities in response to the law's new demand for what the wonks like to call 'intersegmental collaboration.'"

### ***Engaging Business & Industry***

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#### EMPLOYER INFORMATION KIT (added August 2012)

**Title:** [Ready Kentucky: Building Employer Support for Student Success](#)

The Kentucky Chamber Foundation, in partnership with the state Department of Education, is working to raise employer awareness of and support for the Common Core State Standards and the positive impact they will have on preparing students for success in both college and the workplace. The kit offers communications tools that Kentucky employers can use to let their employees know about the new standards and what they mean for their communities and state. The kit includes such items FAQs, a sample newsletter item, an example of an e-mail message and resource information. The foundation has also produced [an informational brochure titled "New Standards, New Tests, New Scores"](#) that is available online.

#### FACT SHEET

**Title:** Massachusetts Business Alliance for Education

The Massachusetts Business Alliance for Education has a section of their [Resources page](#) devoted to information on the Common Core State Standards, as well as a [Massachusetts fact sheet](#).

*CCSSO also maintains a list of free Common Core resources that CCSSO and others have developed to support Common Core State Standards implementation. [It is available on the CCSSO website.](#)*