Intermediate School District
Career and College Readiness Standards Transition Guidance-2012

Career and College Readiness Standards transition forces us all to revisit the what, how and when. This document is intended to provide a tool for intermediate and local district planning and implementation to Career and College Readiness Standards. There are three areas of transition focus: competency, leadership and organization. These areas of consideration are critical for the fidelity of implementation.

Implementation Essential Elements	ISD/RESA	District
Competency/Knowledge – What skills do people need to implement this practice with accuracy and fidelity?		
• Career and College Readiness Standards depth of understanding • Implement effective instruction for all learners • Assessing (formative, universal, diagnostic and progress monitoring) • Technology integration skills	• All staff should have CCRS overview training • Review regional assessment plan • Assess region wide technology equipment, accessibility and competencies (student and staff) • Identify professional learning needs and set a professional learning plan and schedule.	• Support unpacking of CCRS standards • With local districts discuss and plan for instructional shifts • Discuss and identify Professional Learning needed –plan for implementation monitoring • Support district in aligning resource materials necessary to support instructional changes
Organization – What infrastructures and supports are needed to be in place to assure the practices can be implemented by the people?		
• Conduct crosswalk of current district and building curriculum with CCRS (curriculum maps, pacing guides, etc). • Develop a plan for addressing differences (gaps)between curriculum maps and CCRS • Identify the time and funds needed for the professional learning to take place for the transition to the CCRS • Discuss teacher and student access to technology	• Develop adjusted curriculum maps for distribution to LEA staff • Support and facilitate professional learning identified • Provide MAISA units and necessary professional learning for implementation.	• Support districts in conducting crosswalk work from current curriculum maps to CCRS and develop new curriculum maps that includes the changes • Support districts in identifying the concepts and skills that are taught in each grade level (I can statements, learning targets, etc) • Support districts in identifying the instructional changes needed

Implementation Essential Elements	ISD/RESA	District
Leadership – What leadership capacity needs to exist to assure that the practices are implemented and maintained?		
• Identify and educate Board of Education, Parent and community members on the new CCRS expectations • Set up monitoring plan for implementation of CCRS • Review assessment data for evidence of implementation	• Conduct information sessions with identified groups • Develop a monitoring plan for the ISD/RESA implementation of CCRS • Review assessments for evidence of ISD/RESA/Regional implementation	• Support and/or facilitate information sessions with identified groups • Support districts in developing a monitoring plan for the building implementation of CCRS • Support for districts in reviewing assessment data for evidence of district implementation