Engaging Educators:
Common Core State Standards Implementation

Transforming teaching and learning. Together.

To date, 44 states and the District of Columbia have adopted the Common Core State Standards (CCSS). Achieve has prepared this planning document to help all states in the American Diploma Project Network (ADP) and the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium engage educators in the essential work of understanding and delivering the CCSS and related assessments.

This tool is primarily aimed at the state K-12 education agency. However, the Governor's office, higher education leaders and third-party organizations also may find the tool helpful in determining how they can be involved in engaging educators to ensure seamless and effective implementation of the CCSS.

Where applicable, this document is drawn from and references the Achieve/Education Delivery Institute workbook, *Implementing Common Core State Standards and Assessments*, presented at the June 2011 PARCC Multi-State Implementation Institute.

The tool focuses on two key areas:
1) Developing a broad communication plan to reach all educators with basic information about the CCSS.

2) Engaging educators in the development and delivery of aligned instructional materials and professional development plans.

The tool will help states develop comprehensive plans that build educator capacity to spread awareness about the CCSS. Additionally, it will help states establish systems for deep and meaningful educator engagement around the development of tools and resources for implementation.

September 2011

Developing a Broad Communication Plan to Reach All Educators

Widespread understanding and awareness of the CCSS – by teachers, principals, instructional support staff, superintendents and higher education leadership and faculty – is a primary goal for each state. Based on state communication plans, educators should be able to explain why the CCSS are important, what is different about them, and how the state proposes to work with educators to implement the standards in every classroom in the state.

The first step for states is to determine what level of awareness about the standards already exists. States have differing capacities and contexts, and some will have launched extensive campaigns while others will have had a lighter touch. Cataloging the awareness actions and activities to date – including those initiated by the state and those managed by external organizations – helps each state determine the depth of current awareness.

A second step is to identify existing or potential partners for spreading awareness about the CCSS. Each state should have a handful of targeted partners who will be critical to the long-term success and sustainability of CCSS and related assessments. Examples of partners are groups representing teachers, principals, superintendents, and school board members; business and education advocacy groups; and foundations. Regularly meeting with these partners to build support and ensure consistent delivery of information is a critical step in the process.

Many states have already developed communications plans around the CCSS, and each state should spend time regularly assessing the strengths and weaknesses of these plans. Information about the CCSS should center on:

- Why states are changing to the new standards;
- Goals for the state in terms of mastering the standards;
- How the CCSS differ from current state standards; and
- What the CCSS mean for stakeholders (students, teachers, principals, parents, higher education faculty, the public, etc.).

Regularly reviewing CCSS information presented by the state, and ensuring that partner organizations are consistently sharing the same information, is essential for clear communications.

The activities in the communications plan should focus on reaching educators in multiple ways, such as:

- Building a distribution list of educators in the state and emailing educators regularly with updates and information;
- Publishing a CCSS newsletter that is posted on the SEA website as well as emailed to the state's educator distribution list;
- Identifying ambassadors from partner organizations who can go into schools and spread the word about the CCSS;
- Working with unions to identify key educators and union leaders who can serve as messengers to members;
- Identifying current and planned meetings of educators that can include information about the CCSS;
- Holding regional informational sessions;
- Identifying existing networks of educators (unions, affinity groups, Teach For America cohorts, leadership programs, etc.) that can help build awareness and identifying ambassadors for each network;
- Engaging media – writing op-eds and letters to the editor, issuing press releases, etc. – to spread the word regularly;
- Holding regular media briefings to share up-to-the-minute information on the state's plans for CCSS; and
- Leveraging social media – Facebook page, Twitter account, etc. – to blast out frequent updates.

When reviewing activities in the plan, it is essential that the state can answer how each action will provide greater awareness to classroom teachers. For example, some states will focus on driving information about the CCSS to superintendents. If that is the plan, then the state also needs to think about what superintendents will need to provide to their principals and what principals will need to provide to their teachers. This process will look different in different states.

In reviewing the communications plan, your state will want to:

- Revisit internal communication systems to ensure consistency of messaging, which is especially important for those staff who work directly with districts and schools;
- Develop a "delivery chain" – a roadmap for how reforms should be implemented – that articulates how, and by whom, all educators will receive ongoing information about the CCSS (you can learn more about delivery chains here and in the CCSS Implementation Workbook);
- Identify and resolve areas of weaknesses in your delivery chain for communicating clear and consistent messages to all educators, including higher education faculty; and
- Make a deliberate effort through clear

feedback loops to measure educators' understanding of the CCSS and PARCC assessments.

The following questions are meant to help your state think about what already has been accomplished for communication and awareness efforts and what critical pieces are left to address.

These questions should be used in concert with the CCSS Implementation Workbook (see page numbers in the table to locate information) to provide a holistic view of the important activities and tasks your state should be involved in as you move forward. More information can be found in Section 4 of the *Implementing Common Core State Standards and Assessments* toolkit.

Key Questions: Building Awareness	YES	NO	Answer and Rationale
(See pages 4.8, 4.10 and 4.12-4.13 in the Toolkit.) **Has the state identified external groups that are working directly with educators (membership-based organizations, foundations, advocacy groups, regional service centers, etc.) that are actively committed to the successful implementation of CCSS and related assessments?** o How will the state partner with these groups to advance its communication strategy? How will the state work with these groups to ensure consistent information around the CCSS is presented? How will the state monitor and measure the impact of partner involvement in its communication strategy?			
Has the state cataloged existing awareness activities of both the state and external organizations for educators? o If so, what percentage of educators in the state has participated in awareness activities to date? Does the state have feedback from these activities? What has worked well, and what wasn't as successful in terms of building awareness?			
Has the state developed a plan for building educator capacity to promote awareness of the CCSS? o If so, does the plan include ways to identify existing networks of educators as well as leaders in those networks? Does the plan include ways to ensure consistency of information delivered?			

Key Questions: Building Awareness	YES	NO	Answer and Rationale
(See pages 4.6-4.16 in the Toolkit.) **Does the state have a comprehensive communications strategy in place for CCSS that clearly articulates how information about the CCSS will reach all educators?** ○ If so, is the state regularly revisiting the plan to ensure delivery of consistent information and maximum impact of activities? Is the delivery chain working as planned? Does the state have a plan for monitoring the effectiveness of the strategy?			
Is the state presenting consistent information about the CCSS that explains the importance of the standards, including why and how they differ from current standards? ○ Does the state have a process for selecting or approving accurate and consistent CCSS information?			
Has the state identified educators and other key stakeholders to help develop stakeholder-specific materials that answer what the CCSS mean for each group (students, teachers, principals, district leaders, parents, higher education faculty, and the public)?			
(See pages 4.8, 4.10 and 4.12-4.13 in the Toolkit.) **Has the state determined what individuals, organizations, other state agencies, and institutions it can partner with to develop a corps of CCSS ambassadors?**			

Case Study: Maryland's Delivery Chain

With nearly 1,500 public schools, the Maryland State Department of Education (MSDE) knew it faces an enormous task in ensuring teachers, administrators, parents, and other stakeholders not only gets accurate information about the Common Core State Standards, but are invested in its rollout. Maryland's 843,000 students are in just 24 school districts, and the state superintendent and top staff meet with all 24 districts superintendents monthly. Each district's curriculum leader or assistant superintendent also meets monthly with MSDE instructional staff, and all curriculum supervisors meet up to four times a year.

Such ongoing and personal contact had to carry into the state's standards work. First, Maryland worked with educator teams across the state to compare its state curriculum with the Common Core State Standards, check for gaps, and draft new curriculum frameworks based on the standards. In summer 2011, every school in the state sent a team of four people to a three-day "Educator Academy" (taught by master teachers) to learn about the standards and curriculum resources. Next summer's academies will focus on expanding those resources and also preparing for the forthcoming assessments. Attendance at the academies was robust, thanks to the feedback and reminders from the monthly meetings with district superintendents and assistant superintendents.

Along the way, the state gave higher education institutions an opportunity to weigh in on the gap analysis and the frameworks. In addition, the state created tailored presentations for various groups, ranging from the Maryland State Education Association to the Maryland Parent Teacher Association. All information from the Educator Academies is housed on the MSDE website. Standards implementation is a multi-year venture in Maryland, unlike what the state has undertaken before: "We had never attempted to work with every school in the state before the Common Core State Standards work," said Judy Jenkins, the Maryland State Department of Education's director of curriculum.

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Engaging Educators in Implementation

Ensuring that educators have a clear understanding of the CCSS is crucial to successful implementation. However, it is only one piece of the puzzle. States must find ways to meaningfully engage educators through professional learning opportunities to ensure the CCSS can be translated into the day-to-day life of the classroom experience.

The CCSS present a considerably different way of engaging students around content. For implementation to occur effectively in the classroom, educators need to evaluate every level of instruction to determine if alignment with the CCSS exists. Most schools will need to make changes in how they approach instruction.

For example, the CCSS English/Language Arts standards include several key shifts in learning. Many schools have historically focused on two forms of writing instruction: personal opinion and life experience. The CCSS transforms writing expectations by requiring students to use evidence in their writing in an attempt to debate and inform. This level of complexity and depth requires new approaches to professional development and teaching.

Each state must determine how it will change everyday teaching practice to align with the depth and skills of the CCSS. A one-day informational session will not suffice; states must assess each step in the professional development delivery chain to ensure that teachers are receiving the supports necessary to significantly influence practice (see page 6.10 in the Toolkit). At the end of the day, if teaching practice is not changed to reflect the CCSS, then states will not see differences in student outcomes.

To effectively change instructional practice, states must meaningfully engage educators who understand what it takes to implement reforms in the classroom and who can be champions for the CCSS.

At the essence of real educator engagement is a balance between recognizing and honoring educators' current and past work while encouraging instructional alignment to the CCSS. *States can go a long way in building that understanding by identifying educator leaders who are well-trained in aligning instructional materials and professional development to the CCSS.*

Specific ways to engage educators in developing resources for implementation include:
- Identifying a leadership corps of educators who can be trained in and lead the development of CCSS-aligned instructional materials;
- Convening those teams of educators to align current instructional tools and materials to the CCSS and develop new aligned resources;
- Recruiting a peer review committee to evaluate the alignment of instructional tools and materials;
- Setting up systems that allow educators to provide feedback on draft resources;
- Recruiting a professional development team to make recommendations on enhancing or replacing current professional development to align with the needs of CCSS implementation;
- Sharing model lesson plans and other teacher-developed resources that align with the CCSS;
- Training educators to serve as on-site support for teachers.

The questions below, along with sections 5 and 6 in the *CCSS Implementation Workbook*, will help your state think through your engagement process. Just like in the previous section, the following questions are meant to help you think critically about how your state has thought about educator engagement and what your state can do to meaningfully engage and collaborate with educators.

Key Questions: Deep Engagement	YES	NO	Answer and Rationale
(See pages 5.4-5.6 in the Toolkit.) **Has the state developed a plan for identifying and convening teams of educators to develop CCSS-aligned model materials and resources?** If so, has the state offered suggestions for how these educators can develop resources and ensure alignment to the CCSS? Can the state identify successful teams of educators in districts who have done this work well and could serve as a model for others?			
(See page 11.7 in the Toolkit.) **Has the state developed a process that the state (or individual districts) can use to establish a peer review committee to evaluate the alignment of instructional tools and materials?** If so, are there suggested criteria for serving on the committee? What are the suggested expectations for the committee? What should the committee be looking for when reviewing curricular materials?			
Has the state developed a plan to engage higher education faculty in changes to preparation curricula based on the CCSS? If so, has the state created opportunites for classroom educators be involved in the curricula revisions?			
Has the state identified leading districts that have completed a high-quality crosswalk comparison and are developing high-quality, aligned resources? If so, in what ways can the state share model districts' materials and lessons learned with other districts?			
Has the state identified networks for educators, such as professional associations, unions, Teach For America networks, The New Teacher Project networks, charter networks, and other teacher training programs, that can help drive the effective implementation of the CCSS in the classroom? If so, has the state considered convening these networks to ensure consistent messaging and brainstorm how each can engage their educators in the development of resources?			

Key Questions: Deep Engagement	YES	NO	Answer and Rationale
Has the state identified a corps of educator leaders who can build communities of practice to develop instructional materials? o Has the state identified the expectations for the educator leader corps? Does the state have criteria for identifying educator leaders? How will the state use the criteria? Who will decide who the corps of educator leaders are? What groups will be encouraged or allowed to nominate educators?			
Has the state determined how to build the corps' knowledge and networking potential? o If so, how will the state bring the corps together for training and materials development on its own in addition to national organizations' professional growth opportunities? How will the state engage the corps members as ambassadors for the CCSS with other educators and policymakers? How will the state monitor the impact of the corps?			
Has the state identified and promoted tried and true alignment and development tools, processes and/or protocols that districts can use to create CCSS-aligned materials? o If so, has the state established or identified training on using the tools?			
(See pages 5.8-5.11 in the Toolkit.) **Has the state developed a delivery plan, in partnership with educators, for getting CCSS-aligned resources in every classroom in the state?**			
(See pages 6.8-6.12 in the Toolkit.) **Has the state developed a delivery plan, in partnership with educators, for training educators in the implementation of CCSS?**			
(See pages 5.12-5.19 and 6.13-6.16 in the Toolkit) **Has the state designed metrics and targets to measure success in terms of alignment, user satisfaction and impact on student outcomes regarding instructional materials and educator training (use charts on pages 5.17 and 6.16)?** o If so, what are those measures/ targets? If not, what are the states plans for developing these measures and targets?			

Case Study: Kentucky's Educator Engagement Strategy

When Kentucky adopted the Common Core State Standards in February 2010, state leaders made sure that all three agencies responsible for public education – the Kentucky Department of Education, the Council on Postsecondary Education, and the Education Professional Standards Board – had a role in implementation. Through a $4 million legislative appropriation, a multi-pronged approach was established to create and understanding of the CCSS and their impact on postsecondary programming and coursework. Online modules were created to ensure that faculty who teach entry-level college courses, prepare future educators, and teach developmental and transitional courses understood the standards and aligned assessments that measure college readiness.

Each institution also was asked to produce a plan to incorporate the standards throughout campus with faculty in colleges of arts and sciences and colleges of education. A third approach was to have the campuses working with school districts to improve student readiness and working with adult education programs within regional service areas. Regional informational workshops and webinars were also available for faculty and K-12 school districts. Postsecondary content faculty are participating in the state's Leadership Networks, which bring together groups of classroom teachers, administrators, and higher education representatives on an ongoing basis to learn the content of the standards and discuss changes to classroom instruction. These leadership teams then return to their home districts to work with their colleagues to create an ever widening understanding of the standards in all K-12 classrooms.

One secret to successful educator engagement? "The team that develops that plan needs to have every sector well-represented by engaged, knowledgeable people who are committed to the work," said Sue Cain, the Council on Postsecondary Education's College Readiness and Developmental Education Initiative Coordinator. "This work cannot be seen as an assignment."

Case study: PARCC's Educator Leader Cadres

States should think deeply about who should be included in a corps group of educator leaders. Identifying criteria for selection, such as current classroom teacher, diversity of teaching subjects and grades, diversity of school district size and location, experience with curriculum development, and respect in the field will help states be strategic about their choices. These corps leaders will need to build their own networks of engagement, and their ability to guide their colleagues while building support for the Common Core will be essential.

For example, PARCC plans an educator leader cadre made up of 20+ educators per participating state. These cadres would come together in intense and thoughtful professional growth opportunities to learn about aligning instructional materials to the Common Core State Standards by doing the work themselves. The result will be a series of vetted instructional materials – and, just as important, a cadre of highly-trained educators who can return to their states and work with other educators to continue building resources.

As these cadres of educators improve their alignment skills and hone their craft, the resulting instructional materials should be shared and peer reviewed, providing a level of transparency and professionalism that further validates the work. States should work to encourage this transparency by providing online communities of practice to share feedback on materials development.

The PARCC tools and resources provide additional opportunities for states to engage, involve and empower educators in the implementation of the CCSS and PARCC assessments. The development and dissemination of these resources should be built into each PARCC state's communications and engagement plan to help ensure states are providing classroom teachers, district and school leaders and higher education leaders and faculty with regular, hands-on experiences with PARCC tools and resources, as well as with the state's broader engagement activities and state-specific resources. These opportunities emphasize a train-the-trainer approach that should build communities of practice for the education system in each state. See the Timeline at the end of the appendix for the expected completion of each tool/resource. All tools and resources will be available as they are released at http://PARCConline.org

Model Content Frameworks

Model Content Frameworks		
	Purpose	The PARCC Model Content Frameworks identify the "big ideas" in the Common Core State Standards for each grade level, help determine the focus for the various PARCC assessment components, support the development of the PARCC assessment blueprints, and provide guidance to district- and school-level curriculum leaders around the development of aligned instructional materials.
	Primary Audience(s)	State and district curriculum directors are the primary audience or intended "user" of the content frameworks; the model frameworks are also accessible for teachers to use as a resource in their classroom
	Timeline	The Model Content Frameworks will be released in *Fall 2011*.
	Relevant Talking Points/ Key Messages	• The Model Content Frameworks for English language arts/Literacy (ELA/literacy) and Mathematics aim to serve as a bridge between the standards and the PARCC assessments and provide greater insight into the Common Core State Standards (CCSS). • The model content frameworks are voluntary and are not intended to be curricula or scopes and sequences. Rather, their primary intended use is to support states and districts as they engage in their own curricular development efforts by providing more detail about the Common Core State Standards and their connection to the PARCC assessment system. • The Model Content Frameworks are being developed through a collaborative state-led process between state and national experts and members of the CCSS writing teams; PARCC helped manage this process. Part of this process included three rounds of review, including a public review where about two-thirds of the nearly 2,000 comments have been submitted by K-12 educators.

Educator Leader Cadres

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<tr>
<td rowspan="4">Educator Leader Cadres</td>
<td>Purpose</td>
<td>PARCC will bring together 24-member teams of K-16 educators from across PARCC states to develop member expertise on the CCSS and PARCC and to help them become leaders in their states and among their peers. The Educator Leader Cadre (ELC) will also help PARCC develop tools that are aligned to the Common Core and assessments – and that are useful to educators as they implement the Common Core and assessments. Over time, the goal will be to help each state increase the size and impact of its educator leader cadre. States are encouraged to think about how the ELCs will fit into their broader plans for professional development and implementation. The goal of these ELCs is to help each state build and expand the number of educators who understand, support and feel ownership for the successful implementation of the CCSS and PARCC assessments.</td>
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<tr>
<td>Primary Audience(s)</td>
<td>State teams will include K-12 teachers, school and district administrators, local and state curriculum directors, and postsecondary representatives.</td>
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<td>Timeline</td>
<td>The first Educator Leader Cadre meeting will occur in *2012*. There will be annual meetings of the cadres in 2013 and 2014. There will be two regional meetings held and each state team will attend one of the two meetings. Following each meeting, there will be continued engagement through online networking and learning modules.</td>
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<tr>
<td>Relevant Talking Points/ Key Messages</td>
<td>Participants in the Educator Leader Cadres will build expertise in the Common Core State Standards and PARCC assessments by engaging in analysis of the standards and sample tasks and collaborating on the development of additional PARCC resources.
The ELCs will empower participating educators to be leaders in their states, districts and schools around the implementation of Common Core State Standards and common assessments.</td>
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Model Instructional Units

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<tr>
<td rowspan="2">Model Instructional Units</td>
<td>Purpose</td>
<td>PARCC is developing model instructional units, which will be aligned to the Common Core State Standards and Model Content Frameworks. These model instructional units will serve multiple purposes: (a) provide educators across PARCC states with examples of instructional tools to concretely demonstrate a variety of means to implement the Common Core State Standards in the classroom; (b) allow for the development and sharing of ideas for instructional implementation of the CCSS across PARCC states; (c) encourage the development of additional PARCC tools useful to PARCC state educators as they implement the CCSS in the classroom and prepare for the PARCC assessments. PARCC is currently in the process of identifying the scope of the model units based on work already underway or planned in PARCC states to develop model curricula.</td>
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<tr>
<td>Primary Audience(s)</td>
<td>The model instructional units will be developed for use by teachers, local curriculum directors, and state curriculum directors.</td>
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Model Instructional Units (cont.)

Model Instructional Units		
	Timeline	It is expected that the first of the model instructional units will be available ***Fall 2012.***
	Relevant Talking Points/ Key Messages	- Any model instructional units developed by PARCC will be voluntary and aim primarily to provide a common illustration of how the Common Core may be organized and taught in the classroom. - The model instructional units will reflect, build on, and fill gaps in existing or in-process state-developed model units aligned to the Common Core State Standards. PARCC is currently in the process of identifying the scope of the model units based on work already underway or planned in PARCC states. - The model units will be developed with educator input to ensure PARCC is developing materials that are most useful to educators. - The model units will add to the robust set of instructional materials being developed across PARCC states, individually and collectively. - The units will serve as resources that teachers can use in their classroom but will also serve as models for teachers and curriculum directors to use as they develop additional materials aligned to the CCSS.

Item and Task Prototypes

Item and Task Prototypes		
	Purpose	PARCC is contracting with two research universities, one that will focus on English language arts/literacy (ELA/literacy) and the other that will focus on mathematics, to develop models of innovative, online-delivered items and tasks proposed for use in the PARCC assessments. These prototypes will include both assessment and classroom-based tasks. For ELA/literacy, this work will include writing prompts, which require a response to one or more texts and research skills. For mathematics, this work will include scaffolded and unscaffolded tasks. These tasks will be pilot tested in classrooms on a small, focused scale, and the data collected will be used to inform ongoing item development. It is expected that a portion of these tasks will be released to serve as sample tasks for PARCC states through the Partnership Resource Center.
	Primary Audience(s)	The released tasks will be available for use by a broad audience but are intended to serve as models for teachers, schools, districts, and states as they implement the Common Core State Standards and the PARCC assessments.
	Timeline	It is expected that the tasks will be piloted in Fall 2011 and Spring 2012 and be made available ***Summer 2012***.
	Relevant Talking Points/ Key Messages	- Educators will be involved throughout the development of the prototypes, including participating in content reviews, piloting of the items and tasks, and participating in data reviews. An iterative review process will allow many opportunities for educator feedback. - The development of prototypes is a critical component of PARCC's goal of creating truly innovative item types that measure the full range of the knowledge and skills in the Common Core State Standards. - The prototypes will generate samples/models of assessment and classroom items and tasks that reflect the innovation central to the PARCC assessment system.

Partnership Resource Center

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<tr>
<td rowspan="4">Partnership Resource Center</td>
<td>Purpose</td>
<td>The Partnership Resource Center (PRC) will be an online, digital warehouse of all the tools PARCC is developing, including the Model Content Frameworks, sample tasks and assessment items, and the model instructional units. Educators will be able to use these resources to develop tasks, create formative assessments, and organize other instructional materials. PARCC will also populate the PRC with resources being developed independently and collectively by PARCC states and districts, as well as by relevant national organizations.</td>
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<td>Audience(s)</td>
<td>The PRC and the resources housed within it will be accessible to anyone interested in using them, including teachers, principals, students, parents, states, and the general public.</td>
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<td>Timeline</td>
<td>It is expected that the PRC will be available Winter 2013.</td>
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<td>Relevant Talking Points/ Key Messages</td>
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The PRC is intended to be a one-stop shop for resources aligned to the CCSS and PARCC.
Throughout the development of the PRC, PARCC will be coordinating with states and other organizations to ensure the PRC includes the highest-quality resources from across states, districts, and national organizations.

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Professional Development Modules

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<td rowspan="4">Professional Development Modules</td>
<td>Purpose</td>
<td>PARCC will develop professional development modules focused on the assessments. The modules will be a series of training programs to help teachers, school and district leaders, and testing coordinators understand the new assessment system. The programs will be administered and available online. The first set of planned modules will focus on the administration of the assessment and corresponding roles and responsibilities. The second set of planned modules will focus on use of the assessment data. Through these tools, teachers and school leaders will learn how to read results from the assessments, make inferences about the results, and diagnose learning gaps to make relevant instructional decisions.</td>
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<tr>
<td>Primary Audience(s)</td>
<td>The professional development modules will be developed for use by teachers, instructional staff, and school and district administrators.</td>
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<tr>
<td>Timeline</td>
<td>It is expected that the described professional development modules will be available Spring/Summer 2013.</td>
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<tr>
<td>Relevant Talking Points/ Key Messages</td>
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The online professional development modules will be a series of training programs to help those educators – including teachers, school and district leaders – who are directly responsible for administering the new PARCC assessments.

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College-Ready Tools

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<td rowspan="3">College-Ready Tools</td>
<td>Purpose</td>
<td>PARCC will develop a set of college readiness tools aligned to the CCSS and PARCC assessments. PARCC is in the process of working with its member states and the higher education community to further define this set of tools. The set of tools may include a model 12th-grade bridge course for students who don't score college ready on the high school assessment or online tools to help diagnose students' gaps in college-ready skills.</td>
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<tr>
<td>Primary Audience(s)</td>
<td>The college readiness tools will be developed for use by teachers, school leaders, and higher education.</td>
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<tr>
<td>Timeline</td>
<td>It is expected that the college readiness tools will be available Winter/Spring 2014.</td>
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College-Ready Tools (cont.)

	Relevant Talking Points/ Key Messages	• The college-ready tools will be developed collaboratively by K-12 and postsecondary educators, leaders and content experts to help strengthen the alignment between states' K-12 and postsecondary systems. The college-ready tools will be critical resources for those students who have gaps in their college- and career-ready academic preparation – and for the educators who are responsible for helping their students close those gaps before leaving high school. • The college-ready tools will provide one way for teachers and school leaders to encourage students to make the most of their 12th grade year as they prepare for postsecondary opportunities.

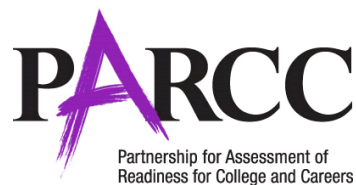## Diagnostic Assessments

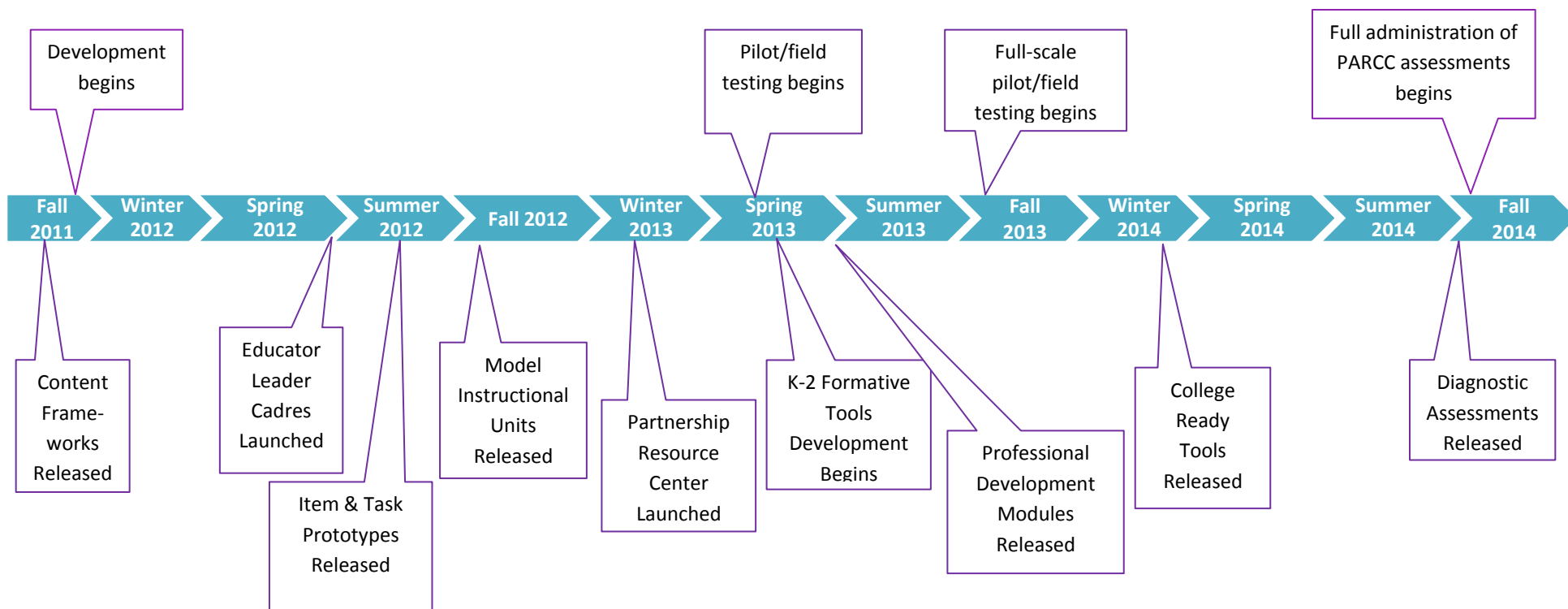|		
Diagnostic Tools	**Purpose**	PARCC will develop diagnostic assessments[1] in reading[i], writing and mathematics, which can be used by classroom teachers at any time throughout the school year to assess how on track students are to mastering the Common Core State Standards at their grade levels. The assessments will be used to inform instruction throughout the school year.
	Primary Audience(s)	The diagnostics assessments will be developed as a resource primarily for teachers.
	Timeline	It is expected that the diagnostic assessments will be available ***Fall 2014.***
	Relevant Talking Points/ Key Messages	• One element of the reading diagnostic assessment is a text complexity tool, which will provide a diagnostic of a student's ability to read texts independently in order to provide useful guidance to educators, parents, and students about appropriate texts for students when reading independently. • These assessments will be useful for the implementation of the ELA/Literacy CCSS in the classroom, as they will help educators meet the demands of the ELA/Literacy standards to teach appropriately complex texts by helping teachers understand what "appropriately complex" really means. • These diagnostic assessments will help educators understand the extent to which students have mastered the key ideas in mathematics ("highlighted domains") in order to pinpoint areas needing improvement or identify areas in which students are excelling. In addition, it will provide greater detail about students who are above and below grade level so teachers can individualize instruction.

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[1] The diagnostic assessment in reading was originally referred to as the "text complexity tool" in the original PARCC Race to the Top application.

K-2 Formative Tools

K-2 Formative Tools		
K-2 Formative Tools	**Purpose**	To help states measure student knowledge and skills across the full range of the CCSS, PARCC will develop optional assessment components for grades K–2. These formative tools will consist of developmentally-appropriate measures, including observations, checklists, running records and on-demand performance events that reflect milestones within given windows during the school year. The measures will produce results that identify appropriate interventions or enrichment activities and will be capable of supporting measures of growth.
	Primary Audience(s)	The K-2 formative tools will be developed as a resource for teachers but also for use by schools, districts, and states.
	Timeline	It is expected that development of the K-2 formative tools will begin in *Spring 2013*.
	Relevant Talking Points/ Key Messages	• The voluntary K-2 tools will provide states with a model for administering a fully aligned K-12 assessment system, measuring the full range of the Common Core State Standards. • The K-2 tools will help educators prepare students for later grades and provide information for educators about the knowledge and skills of the students entering third grade, allowing classroom teachers and administrators to adjust instruction as necessary. • The K-2 tools are being designed to curtail learning gaps that develop during these early years, gaps are often very hard to mitigate in later years.

PARCC
Partnership for Assessment of
Readiness for College and Careers

PARCC Assessment Implementation

Development begins

Pilot/field testing begins

Full-scale pilot/field testing begins

Full administration of PARCC assessments begins

| Fall 2011 | Winter 2012 | Spring 2012 | Summer 2012 | Fall 2012 | Winter 2013 | Spring 2013 | Summer 2013 | Fall 2013 | Winter 2014 | Spring 2014 | Summer 2014 | Fall 2014 |

Content Frame-works Released

Educator Leader Cadres Launched

Item & Task Prototypes Released

Model Instructional Units Released

Partnership Resource Center Launched

K-2 Formative Tools Development Begins

Professional Development Modules Released

College Ready Tools Released

Diagnostic Assessments Released

PARCC Tools & Resources Implementation

Many of the PARCC tools/resources will include periods of input before they are finalized. Some of this input will likely be collected through the Educator Leader Cadres (ELCs).