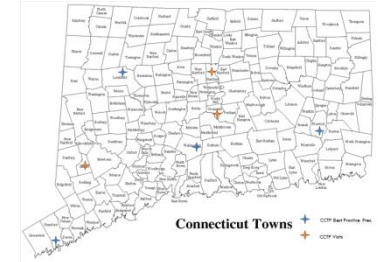


CCTF

Best Practice Presentation Map:



	Knowledge of CCSS	Curriculum Writing/Integration at local level	Development of Instructional Competencies	Community Engagement	Resource Commitment
Wallingford	<ul style="list-style-type: none"> Strong leadership knowledge of CCSS High level of focus placed on developing trust, respect and cooperation in the process Strategic and comprehensive leadership plan to guide implementation Clarity of vision Strong district focus on developing the knowledge base of what the standards were—did not just assume people knew Focus on both curriculum and assessment Spent time to develop knowledge Viewed the rollout in a 3 year phase in process (understood certain students would have gaps) 	<ul style="list-style-type: none"> 3 year introduction plan A collaborative process focused on developing both curriculum and instructional competencies Teacher involvement in the curriculum writing process—“this is a local initiative” Curriculum writing teams did cross walk between current curriculum and CCSS Writing process an evolving and ever improving process 	<ul style="list-style-type: none"> Clear PD and professional days dedicated to CCSS Development of management teams that were cross district to serve as leads Coach/model training A district wide commitment to professional development in regards to CCSS Over 300 teachers involved in curriculum writing teams Mix of professional development (large/small group) Teacher sabbaticals to do the work with curriculum 	<ul style="list-style-type: none"> High level of engagement of parents, business community, seniors through multiple venues A focus on jargon free language to community Newsletters, website, TV Business community think tank Focused on community engagement as a critical component—not an add on Staff need a voice in the process as stakeholders Finding ways for parents to participate in the process (revision team) Effort spent to educate local board of education Focused on the importance of multiple, consistent and creative communication 	<ul style="list-style-type: none"> Did not jump into buying “CCSS” materials. A focus on giving teachers time to meet and collaborate Leveraged local budget on a comprehensive 3 year plan Focused on developing time in teacher schedules for collaboration to build internal commitment A complete assessment of district resources and the process of crafting the district budget regarding the upcoming and projected needs of CCSS implementation Summer time commitment Focused on the need for more time to do the work Focused on the need for more district collaboration regarding the work instead of isolated pockets

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Norwich	<ul style="list-style-type: none"> Strong leadership knowledge of CCSS Comprehensive leadership plan Clarity of vision District infrastructure (positions—Curriculum director, K-3 position...) Originally used Ainsworth model Developed district infrastructure to support needs brought on through implementation Aligned with current K-12 standards Phase 1: Instructional Focus: Explicit Instruction/mini-lesson Phase 2L Improve small group instruction and focus on assessments for learning Phase 3: Accountable talk PD cannot be a one shot deal—needs job embedded coaching Working towards developments of PLCs 	<ul style="list-style-type: none"> Continued rollout of CCSS using time after and before school (not clear if all teachers participated) Focused on the organization and release of materials to support teacher instruction A strong focus on sharing the process of the rollout before having teacher teach unit—getting clear first Aligned with Ainsworth and UBD Focused on the concept that this was the “Norwich Curriculum”—local ownership Focus on content rich non-fiction literacy Teachers involvement along the way (avoid pullout) Use alternative times (summer, before/after school) Listen to teacher voice throughout the process 	<ul style="list-style-type: none"> A clear commitment to the development of instructional leaders (specialists) at all schools Literacy workshop model A focus on the instructional shifts necessitated through the CCSS Focused on developing student conversation/discourse Articulated a clear plan that this is a phase in approach—did not try to implement all facets in one year Job embedded professional development Heavy focus on reading speaking and writing Developed training for administrators—what they are doing, what they are looking at Toll of combined initiatives—fear vs. innovation Training staff regarding improving practice Teachers beginning to get used to coaching/having an “outsider” in the classroom—a focus on high level job embedded coaching 	<ul style="list-style-type: none"> Unable to determine community engagement efforts for CCSS Worked to develop materials that are culturally responsive 	<ul style="list-style-type: none"> Intensive resource commitment through both Alliance funding and university partnerships. Large use of grant funding to support initiatives Did not purchase “CCSS” basal program. Built CCSS aligned program through local knowledge and buy in Focus on ways to make technology meaningful for kids vs. investing in technology

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Litchfield	<ul style="list-style-type: none"> Time was planned, devoted and allotted to the development of knowledge building of leadership and teachers Developed a proactive plan to develop district knowledge base Took advantage of all PD opportunities Strong partnerships with RESCs and CSDE Developed a clear timeline for implementation prior to immersing in the work Train by doing—focused on developing knowledge focused on the needs of adult learners Used peer instruction to build district capacity Book studies (bought staff Pathways to the Common Core) Lessons Learned: Begin with the end in mind 	<ul style="list-style-type: none"> District developed a framework that was easy to understand the addressed implementation in stages Had a clear plan for the curriculum writing process Was an earlier adopter of the CCSS UBD Model Teachers involved in Curriculum development over a three year periods Fit into a natural and necessary curriculum rewrite Built four stages into the curriculum writing phase: Phase I—scope and sequence for all grades K-12, Phase II—Alignment, working to confirm the taught curriculum with the assessments given in the district, Phase III—teaching the units (UBD), Phase IV—monitoring and assessing Did not just leap into the work Lessons Learned: Include classroom practitioners in the writing process 	<ul style="list-style-type: none"> Implementation focused on the shifts required by CCSS (meaningful) Focused on close reading across content areas Focused on the integration of skills and needs of all district schools Have begun the conversation on performance based assessments Included a focus on student writing practice Placed a premium on high quality PD opportunities for teachers Involved staff in the conversations regarding what already existed as well as what needed to be changed in the process Focused on developing a common vocabulary and common instructional focus Teacher modeled and participated in the work (took SBAC) 	<ul style="list-style-type: none"> Focused on a proactive approach to community engagement—experienced very little difficulty in regards to community opposition Developed parent academy’s Brought BoE and local community in on the change as soon as it was happening Ahead of the curve Used Email, presentations to groups, newsletters Focused on getting accurate information out to the public to avoid the dangers of misinformation Focused on transparency Lessons Learned: Ensure stakeholders know why, how, how to get more information 	<ul style="list-style-type: none"> Had challenges with implementation and communication with SDE in regards to shifting and timely information Enhanced local budget for curriculum upgrades Provided resource backing for technology upgrades Invested summer PD money into curriculum writing Purposefully budgeted for CCSS every year Utilized early release days (1/month) Lessons Learned: Maintain flexibility and use common sense

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Stamford	<ul style="list-style-type: none"> Developed district knowledge through Summer Institutes (Sponsored by GE) Immersion Institute (NYC) Phased rollout Consultants met with teachers and then met with admins to help strengthen the work Knowledge development stemmed from existing work focused on standards based instruction Work on deepening the curriculum started prior to CCSS adoption Spent extensive time and resources developing leadership and cohorts of teacher leaders throughout the district at both immersion institutes and summer conferences Lessons Learned: Use teachers for professional development/peer coaching Build in vertical team time 	<ul style="list-style-type: none"> Phased in Math/ELA over a period of time Teachers involved in writing the curriculum but vetted by expert partners (SAP) Piloted units prior to full implementation Focused on the curriculum “shift” vs. the entire “rewrite” Focused on a three year plan Work done at grade level teams throughout district Lessons Learned: Be willing to revise and realize that this is an ongoing process that will never be complete Don’t try and do it all at once 	<ul style="list-style-type: none"> Admins trained to support teachers in CCSS Teachers placed on special assignment throughout the district to help coach and aid implementation Teacher led PD Focused on the “shifts” to instruction Funded consultants/job embedded professional development Focused on close reading throughout the content areas Focused on work with Student Achievement Partners (SAP) to develop and support teacher knowledge and ability to teach the “shifts” Lessons Learned: Train it, do it, get feedback, train it, do it, get feedback Get teachers talking to teachers about the work and how the work can be improved Teachers need time to learn Vet teacher input with expertise Provide support 	<ul style="list-style-type: none"> Community workshops w/ translators Parent outreach Community forums Addressed language barriers in community forums Pro-active to inform all stakeholders Lessons Learned: Make stakeholders aware 	<ul style="list-style-type: none"> GE Support (\$25 million) Alliance dollars Grant writing team