

Common Core/Essential Standards Certification Process 2012-2013

Activities	Outcomes	Evidence	Notes/Questions
Phase I Understanding (Due October 30th 2012, except Track 4, due November 9th 2012)			
Blackboard Module One: <i>Understanding the CCES Big Picture</i>	<ul style="list-style-type: none"> ➤ I inform students and parents about the CCES. ➤ I share with members of my department/grade level how the standards have changed. 	Attendance in eSchools or Certificate of Completion	
Phase II Exploring (Due January 18th 2013)			
Blackboard Module Two: <i>Exploring CCES in Content Area</i>	<ul style="list-style-type: none"> ➤ I explain to students and to parents how CCES are related to my content area(s). ➤ I explain to members of my department/grade level how CCES are impacting my instructional practices. 	Attendance in eSchools or Certificate of Completion	
Phase III Applying (Due June 10th 2013)			
Blackboard Module Three: <i>Applying CCES in Schools</i>	<ul style="list-style-type: none"> ➤ In my classroom I demonstrate how my instructional practices implement the CCES. ➤ In my classroom I engage students in activities that incorporate the CCES. ➤ In my classroom I use formative assessment to ensure mastery learning. 	Lesson plan w/ Rubric and Reflection and/or Certificate of Completion	
Phase IV Creating (Due October 1st 2013)			
Blackboard Module Four: <i>Creating CCES in WCPSS</i>	<ul style="list-style-type: none"> ➤ I create and share rigorous CCES lesson plans and instructional practices for the review of my peers. 	Lesson plan and comments posted in Edmodo and/or Certificate of Completion	
Principal's Final Report Due October 30th 2013			

Activities	Outcomes	Steps Towards Completion	Evidence(s) of Completion
Phase I – Understanding (October 30 th , 2012)			
<ul style="list-style-type: none"> • In 2011-2012 participated in Common Core/Essential Standards grade-level, departmental, and/or PLT-specific content training at the school and/or district-level. • Participated in 2011-12 WCPSS Race to the Top Training • Viewed Essential Standards crosswalks or Common Core resources on C-Mapp. • Used Teacher or Principal Toolkits on WCPSS Intranet <p style="text-align: center; font-size: 24pt; margin: 10px 0;">Or</p> <ul style="list-style-type: none"> • Participate in a Blackboard overview about the Common Core. 	<ul style="list-style-type: none"> • I inform students and parents about the Common Core/Essential Standards. • I share with members of my department/grade level how the standards have changed. 	<ul style="list-style-type: none"> • Teachers verify that they received training last year or participate in Blackboard Common Core/Essential Standards training within Phase I of the Blackboard site in order to verify completion. 	<ul style="list-style-type: none"> • Teachers’ self-verification of having completed Common Core/Essential Standards training OR self-verification of having accessed Common Core/Essential Standards resources in Blackboard. • Printed Certificate of Completion • Teachers must verify their completion of Phase I in order to go to Phase II. <p style="margin-top: 20px;"><i>VERIFICATION: Principals (or their designee) will mark participants attended in eSchools.</i></p> <div style="text-align: right; margin-top: 20px; background-color: yellow; padding: 5px; font-weight: bold; font-size: 18pt;">Due 10/30/2012</div>

Activities	Outcomes	Steps Towards Completion	Evidence(s) of Completion
Phase II – Exploring (January 18th 2012-13)			
<ul style="list-style-type: none"> In 2011-12, participated in Common Core / Essential Standards grade-level, departmental, and/or PLT-specific content training at the school and/or district-level. <p>Or</p> <ul style="list-style-type: none"> Participate in Blackboard Common Core/Essential Standards content modules that focus on content areas. 	<ul style="list-style-type: none"> I explain to students and to parents how Common Core/Essential Standards are related to my content area(s). I explain to members of my department/grade level how Common Core/Essential Standards are impacting my instructional practices. 	<ul style="list-style-type: none"> Teachers verify that they received training last year or participate in Blackboard Common Core/Essential Standards training within Phase II of the Blackboard site in order to verify completion. Teachers access resources according to grade level or content area. Teachers follow guidelines and verify when completed. 	<ul style="list-style-type: none"> Teachers’ self-verification of having completed Common Core/Essential Standards training OR self-verification of having completed Common Core/Essential Standards Blackboard Phase II. Teachers verify their previous Common Core/Essential Standards training or participate in Blackboard Phase II. In Blackboard Common Core/Essential Standards content modules, teachers access resources for their grade level or content area. Teachers follow Phase II guidelines and verify when completed. Printed Certificate of Completion Teachers must verify their completion of Phase II in order to go to Phase III. <p>VERIFICATION: <i>Principals (or their designee) will mark participants attended in eSchools.</i></p> <p style="text-align: center;">Due 1/18/2013</p>

Activities	Outcomes	Steps Towards Completion	Evidence(s) of Completion
Phase III – Applying (March 27th 2012-13)			
<ul style="list-style-type: none"> Self reflect in order to identify and incorporate Common Core into instructional plans. Self reflect in order to collaborate with other teachers to improve an original lesson plan using Common Core/Essential Standards lesson rubric. Self reflect in order to develop and use formative assessment to guide instruction. 	<ul style="list-style-type: none"> In my classroom I demonstrate how my instructional practices implement the Common Core/Essential Standards. In my classroom I engage students in activities that incorporate the Common Core/Essential Standards. In my classroom I use formative assessment to ensure mastery learning. 	<ul style="list-style-type: none"> Teachers self analyze one of their existing original lesson plans. They use a “Quality Rubric for Common Core Lessons K-12” and the attached “Reflection” worksheet to insure that the lesson plan contains the appropriate elements. The worksheet includes two comment boxes, one for observations, and one for recommendations for improvement, as well as a field reserved for an overall summary statement. Principals, APIs, IRTs, and teachers are encouraged, but not required, to use these documents to begin and guide pedagogical conversations. 	<ul style="list-style-type: none"> Existing original Common Core/Essential Standards lesson plan. Completed Quality Rubric for Common Core Lessons K-12 Completed Reflection Further conversations between Principals, APIs, IRTs, and teachers when appropriate. (This is encouraged, but not required.) Printed Certificate of Completion Teachers must verify their completion of Phase III in order to go to Phase IV. <p>VERIFICATION: <i>Principals (or their designee) will mark participants attended in eSchools.</i></p> <p style="text-align: center;">Due 3/27/2013</p>

Activities	Outcomes	Steps Towards Completion	Evidence(s) of Completion
Phase IV- Creating (August 30th 2013)			
<ul style="list-style-type: none"> Collaborate in order to create and share model lessons. Promote professional growth with colleagues in a professional and ethical manner. 	<ul style="list-style-type: none"> I create and share rigorous CCES lesson plans and instructional practices for the review of my peers. 	<ul style="list-style-type: none"> Principals are assigned a dollar amount in order to implement this phase. Teachers work in groups and use the appropriate "Quality Rubric for Common Core Lessons K-12" to create original Common Core/Essential Standards lesson plans. Each participant must post an original Common Core/Essential Standards lesson on Edmodo. Teachers have virtual conversations on Edmodo about Common Core/Essential Standards lessons or units. Assignment books will be created so that Principals, Area Superintendants, and Todd Wirt can view. 	<ul style="list-style-type: none"> High quality Common Core lesson plan authored by employees and posted on Edmodo. Comments posted on Edmodo for at least one other Common Core lesson plan. Teachers use a Quality Rubric for Common Core Lessons K-12 to ensure that they have a high quality Common Core lesson plan to post to Edmodo. Teachers engage in virtual conversations on Edmodo about Common Core lesson plans. Teachers submit the discussion threads and their lesson plan to the assignment book in Edmodo. <p>VERIFICATION: <i>Principals (or their designee) will mark participants attended in eSchools.</i></p> <p><i>Principals (or their designee) verify records in eSchools and Edmodo</i></p> <div style="background-color: yellow; text-align: center; padding: 5px;">Due 10/30/2013</div>