

SREB

*State Implementation of College-
and Career-Readiness Standards*

Aligned Teaching Resources

January 2015

Southern
Regional
Education
Board

SREB.org

One of six benchmarking reports on progress in 14 states

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Six individual reports make up the set — a summary report, plus five reports with detailed state profiles by topic.

Cross-State Findings Report

Timeline and Approach to Standards and Assessments

Aligned Teaching Resources

Professional Development

Evaluation of Teachers and Leaders

Accountability

The *Cross-State Findings Report* summarizes the findings of this research. The five accompanying reports each present a detailed profile of each state's efforts in the topic area. Together, these reports represent the cumulative findings of SREB's Benchmarking College- and Career-Readiness Standards project. These reports replace the preliminary reports SREB released in March 2014. They update the information in the preliminary reports to reflect state efforts and plans between 2010 and summer 2014. Additional benchmarking studies are forthcoming from SREB. All of the reports are available at <http://www.sreb.org/page/1600/>.

This project is supported by a grant from the Bill & Melinda Gates Foundation. The conclusions are those of SREB and do not necessarily reflect positions or policies of the funder.

Aligned Teaching Resources

Introduction to State Profiles

Alignment of Instructional Resources and Materials to the New College- and Career-Readiness Standards

The following profiles address how the state departments of education are supporting local educators in classroom implementation of the states' new college- and career-readiness standards by providing (or facilitating the development of) aligned instructional resources and materials. These resources and materials are supplementary supports that educators can use on a voluntary basis; they are not a required curriculum.

In order for instructional resources and materials to be aligned to the new standards, they must provide coherent and accurate information about the standards and clearly define the knowledge and skills contained within the standards and how these differ from the state's previous standards. Instructional resources and materials need to offer guidance to educators on the implications of the increased level of rigor required by the new standards for designing teaching and learning experiences.

These profiles provide a descriptive overview of each state's efforts in this area. For trends across the states in their efforts, successes, challenges, types of support needed to move the work forward, and practitioners' reflections on their implementation experiences and the resources and support states provide, see the accompanying *Cross-State Findings Report*.

As SREB researchers reviewed information about state efforts, they asked the following questions. These questions guide the organization of the state profiles.

- ◆ *Location:* Where can educators go for on-demand, online access to the aligned instructional resources and materials provided by the department?
- ◆ *What is Available:* What types of aligned instructional resources and materials does the department make available? Specifically, what kinds of guidance materials are available to assist educators in understanding the standards and planning instruction? What kinds of sample instructional plans are available as models to facilitate local development of curriculum and lesson planning? In addition to providing such tools for the content areas of English language arts (ELA) and math in K-12, what is available to support classroom implementation of new college- and career-readiness literacy standards for history/social studies, science and technical subjects in grades six through 12? Finally, what other types of resources are available, such as formative assessment tools and videos of exemplary teaching and learning in action?
- ◆ *Development Process:* How does the department develop or acquire these aligned instructional resources and materials? For example, does the department develop them itself or in collaboration with local educators, or does the department purchase them from vendors?
- ◆ *Ensuring Alignment:* How does the department ensure that the state-provided resources and materials are of high quality and are aligned to the new college- and career-readiness standards? How does it empower local educators to develop and select their own high-quality, aligned materials (for example, through professional learning)? Additionally, is there a set of criteria and a vetting process in place at the state level to support the selection of aligned textbooks?

What Makes State Efforts Stand Out?

As SREB researchers reviewed information about state efforts, some efforts stood out according to the criteria listed below.

- ◆ *Extensive Resources:* The department provides educators with online, on-demand access to an extensive set of instructional resources and materials that the department vetted for quality and alignment to the state’s new college- and career-readiness standards. These resources and materials include the following:
 - Tools for the content areas of ELA and math in K-12, as well as for the new college- and career-readiness literacy standards in history/social studies, science and technical subjects in grades six through 12.
 - A wide variety of resources and materials such as basic guidance materials, curriculum development tools, sample instructional plans, strategies for differentiating instruction for diverse learners, formative assessment resources, videos of high-quality instruction, and samples of student work.
 - The most comprehensive sets of sample instructional plans include lesson and/or unit plans that address *all* of the standards for a year (providing “a year at a glance”) in ELA and math for all grades K-12, and they include some sample plans for the literacy standards in grades six through 12.
- ◆ *Formal Vetting Process and Criteria:* The department has a formal vetting process and set of criteria in place for determining the quality and extent of alignment of the resources and materials it provides.
- ◆ *Empowered Educators:* The department provides extensive training and support for local educators on how to design and select their own high-quality, aligned resources and materials.

Highlights: It must be emphasized that all of the states in this study are working to provide educators with instructional resources and materials that are of high quality and aligned to the states’ college- and career-readiness standards. **States that have made leading efforts** in relation to the criteria above are Colorado, Georgia, Louisiana, Maryland and New York, as their efforts are the most comprehensive. **Other states with strong efforts** are Alabama, Delaware, Kentucky, North Carolina, Pennsylvania, Tennessee and West Virginia. Refer to each state’s profile for a description of its efforts. Leading states’ efforts and other notable aspects of the work across the states are also summarized in the accompanying *Cross-State Findings Report*.

Methodology

Information for these profiles was gathered from two sources:

- ◆ Review of publicly available information (state policy documents and reports, department websites and other sources such as U.S. Department of Education reports)
- ◆ Interviews with department leaders

Each state department of education reviewed and provided feedback on drafts of its profile to ensure the accuracy of the information.

Alabama

This profile provides information about instructional resources and materials the Alabama State Department of Education makes available to support educators in implementation of the state's new College- & Career-Ready Standards (CCRS). These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the CCRS on its Alabama Learning Exchange (ALEX) website (<http://alex.state.al.us/index.php>). Additional resources are available through the department's College- & Career-Ready Standards and Support site (<http://alex.state.al.us/ccrs/>).

What Kinds of Resources and Materials Are Available?

The ALEX website provides an extensive array of CCRS-aligned instructional resources and materials, which include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include the state's course of study and several videos explaining the standards, instructional shifts required, and effective strategies. The department provides planning tools such as scope and sequence guides and instructional strategies for English language arts (ELA), math, social studies, science, and career and technical education. The department also provides basic information on the new CCRS-aligned summative assessments. The department currently is developing correlations between the CCRS and ACT's QualityCore course standards that Alabama uses for its high school courses (ACT reports that these standards are fully aligned to the Common Core).
- ◆ *Sample Instructional Plans:* These resources include model lesson and unit plans. The ALEX lesson plan search engine houses hundreds of sample lessons for K-12 in ELA and math. Lessons include the standards, instructional strategies, materials and technology resource suggestions, differentiation strategies for extension and remediation (with some specific for students with disabilities), and formative assessment strategies. Some instructional units are available in ELA for each grade K-12, including ACT QualityCore instructional unit plans for high school English. Sample tasks are available in math for each grade K-12, and some instructional units are available for Algebra I. The department is first providing these sample lesson and unit plans for select key standards in ELA and math for each grade, with the long-term goal of providing samples to address all of the standards.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, the department provides numerous sample lesson plans for content areas such as history/social studies, science, technology, health, cooking and farming. Several are available per grade and subject, though they do not cover all standards for every grade or course. Lessons include the standards, instructional strategies, materials and technology resource suggestions, differentiation strategies for extension and remediation (with some specific for students with disabilities), and formative assessment strategies.

Alabama (continued)

- ◆ *Formative Assessment:* The state acquired the Global Scholar system to provide districts with formative assessments to cover all subjects and grade levels, should they wish to use it (currently, the use of formative, interim and benchmark assessments is determined by districts). Districts do not access the Global Scholar resources through ALEX but through Global Scholar’s website. Additionally, teachers have access to ACT’s QualityCore interactive formative item pool with customizable quizzes and interim and benchmark assessments for QualityCore high school courses.

How Are These Resources and Materials Developed?

The department creates resources and materials in collaboration with educators across the state. Collaboration includes professional development for educators as part of the process. The department acquires some of the unit plans in partnership with ACT QualityCore and the National Math and Science Initiative. The department developed the videos in partnership with the Hunt Institute and the Council of Chief State School Officers. In addition to the resources and materials developed in Alabama, ALEX includes links to tools developed by external entities (for example, several other states and nonprofit organizations).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To select high-quality, CCRS-aligned instructional resources and materials for the ALEX website, the department vets possible resources and materials internally, using the EQuIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve).
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* Alabama has undertaken extensive efforts to build educator capacity to create and select CCRS-aligned materials. During its quarterly meetings with district implementation teams and as part of its summer Teaching Academies, the department provides training on how to use the EQuIP/Tri-State Rubrics. The department also sponsors teachers in Achieve’s EQuIP project, which provides intensive training on how to design and select aligned instructional resources and materials. Approximately 750 teachers have been trained through EQuIP so far. (See the accompanying profile on *Professional Development* for more details.)
- ◆ *Textbooks:* Alabama requires that publishers and vendors align textbooks and curriculum products to the CCRS. Local districts select textbooks from a list of state-approved products developed by a state textbook committee. Currently, the department is working with a team to redesign Alabama’s system for reviewing textbooks.

Colorado

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the state’s new Colorado Academic Standards (CAS) in English language arts (ELA) and math (though the CAS also include standards for eight other content areas). These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the CAS on its website for standards and instructional support (<http://www.cde.state.co.us/standardsandinstruction>) and on the eNetLearning website (<http://www.enetlearning.org/>). The eNetLearning website is a consortium of school districts, regional Boards of Cooperative Educational Services (BOCES) and other educational partners. The department also provides assessment tools through its online CDE Assessment Resource Bank (<http://www.coloradopl.org/assessment>).

What Kinds of Resources and Materials Are Available?

The above websites provide CAS-aligned instructional resources and materials, which include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include tools that explain the new standards and show the main concepts in each grade level and across grade levels. The department also provides basic information for teachers on the new CAS-aligned summative assessments, as well as fact sheets and FAQ documents for educators and parents.
- ◆ *Sample Instructional Plans:* The department makes available over 700 sample curriculum templates, called unit overviews. Unit overviews translate the CAS into sample units of instruction for ELA and math (as well as other content areas) across K-12 and provide “a year at a glance” with all of the standards incorporated. The department also makes available more than 100 full instructional units based on unit overviews, with at least one full unit for each grade and content area K-12. Each unit includes approaches to teaching and learning, learning experiences, suggested teacher and student resources, suggested formative assessment tasks and strategies for differentiating instruction to meet the needs of diverse learners. From the units, teachers can develop specific lesson plans. The department offers webinars, videos and narrated PowerPoint presentations that explain how to use unit templates in designing curriculum at the local level. It also provides links to videos of classroom instruction from external organizations, such as Inside Mathematics and the Teaching Channel.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, the department offers unit overviews and full instructional units. The overviews and units integrate the literacy standards and the content-area standards to focus on disciplinary literacy. The unit overviews provide “a year at a glance” with all the standards incorporated and support teachers in developing specific lesson plans. The full units are based on these overviews. Additionally, the department provides Literacy Design Collaborative (LDC) modules developed by Colorado educators to support and augment the full instructional

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units in reading, science, social studies and comprehensive health for grades six through 12. Some example modules are currently available in each of these content areas, with more to come later in 2014.

- ◆ *Assessment:* Over 300 assessment tools have been selected through a review process conducted by Colorado teachers and assessment experts. These tools are appropriate for use within a teaching and learning environment based on the CAS. The department has loaded them into the online CDE Assessment Resource Bank, which is available to educators statewide. Additionally, through the state's Reading to Ensure Academic Development (READ) Act of July 2013, the department has identified approved K-3 interim assessments and other supports for kindergarten teachers. Further, the department provides teachers in more than 90 districts with access to and training on online assessment and data analysis resources, through the Teaching Strategies GOLD program (these resources address content and development domains, including and beyond ELA and math).

How Are These Resources and Materials Developed?

The department serves as a convener and provides tools, structure and facilitation to support local educators and districts in designing instructional resources and materials, many of which are posted on the department's website for educators statewide. The District Sample Curriculum Project and the Content Collaboratives initiative exemplify this approach. Districts and BOCES around the state worked together to create the materials on eNetLearning. Colorado educators and national researchers collaborated to identify the assessments and tools in the CDE Assessment Resource Bank (which is supported by the department and partner BOCES and districts). In addition to these resources and materials, the department provides links to tools developed by external entities (for example, other states and nonprofit organizations).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* In 2012-13, through the District Sample Curriculum Project, the department facilitated workshops around the state for over 500 educators to receive training on standards-based curriculum design and to develop the sample unit overviews. A team of content-area specialists reviewed and revised the unit overviews, using resources including the EQuIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve); the assessment frameworks from the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium; and an internally-designed alignment tool. In 2013, the department published its own Assessment Review Tool, which was used to evaluate assessments and tools in the CDE Assessment Resource Bank.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* In 2012-13, the District Sample Curriculum Project provided training for over 500 educators on standards-based curriculum design. During 2013-14, the department travelled across the state to deepen this work. Staff members worked with educators on district teams, who participated voluntarily, as they built units based on the unit overviews. The EQuIP/Tri-State Rubrics, as well as other resources, are used during this process to ensure alignment. Educators trained in this process can then provide curriculum development support to peers at their home sites. Additionally, through the department's Content Collaboratives initiative, educators are encouraged to share their materials and resources with peers across the state.

ratives initiative, which began in 2012 and is ongoing, teachers receive training on selecting CAS-aligned assessments and participate in the selection of the assessment tools. They also receive training on how to develop their own CAS-aligned performance assessments. (For further information about the District Sample Curriculum Project and the Content Collaboratives, see the accompanying state profile on *Professional Development*.) The department's Assessment Review Tool is available for educators to use on their own to identify aligned assessments, and the department provides guidance for educators on using the tool. Also, in spring 2014 the department began providing professional development on aligned assessments (and literacy plans) for K-3 teachers through the READ Act. The department currently is in the process of determining how to carry forward the work supported by its Race to the Top grant, after the conclusion of the grant in December 2015.

- ◆ *Textbooks*: Local districts use their own processes for selecting textbooks. The state does not have a role in the approval, selection or purchase of textbooks.

Colorado is making leading efforts in fostering the use of instructional resources and materials that are aligned to its new college- and career-readiness standards, the Colorado Academic Standards (CAS, which include the Common Core and some “unique to Colorado” standards in English language arts, or ELA, and math). Through the District Sample Curriculum Project, the state Department of Education facilitated local teachers’ development of aligned sample curriculum templates and full instructional units for K-12 in ELA, math, science and social studies (and other subjects). The templates have unit overviews that provide “a year at a glance” with all of the standards incorporated for the year. The full units are based on the overviews, and the department provides at least one full unit for every grade level and content area. The department also works with district teams (on a voluntary basis) to provide professional learning that empowers educators to use the provided curricular resources to develop and select their own aligned materials. Through Content Collaboratives and other initiatives, the department provides educators with professional learning and extensive resources for assessment.

Delaware

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the Common Core. These tools are provided as supplementary supports and are not a mandated curriculum. Educators can choose to use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the Common Core on a website devoted to its Common Ground for the Common Core initiative (<http://www.doe.k12.de.us/domain/200>). (See the accompanying state profile on *Professional Development* for more information on the Common Ground initiative.)

Delaware (continued)

What Kinds of Resources and Materials Are Available?

The department's Common Ground for the Common Core website provides aligned instructional resources and materials, including those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include concept organizers, vertical articulations, learning progressions, and domain and cluster organizers. The department provides separate toolkits for parents, teachers and administrators by content area (including English language arts, ELA, and math, the literacy standards for history/social studies, science and technical subjects, and world languages and fine arts). Toolkits include general information on the standards and assessments, links to curriculum development and alignment tools, information on professional development offerings and links for teachers and administrators to resources from national organizations (such as Achieve, the Aspen Institute and Student Achievement Partners). The department also provides comparison documents and example items for the state's current annual assessment and the new, fully aligned assessment of the Smarter Balanced Assessment Consortium.
- ◆ *Sample Lesson and Unit Plans:* In ELA, the department provides sample unit and lesson plans that address key standards for all grade levels across K-12. The department will post the plans on its new Common Core website later in 2014. With funds from a State Personnel Development Grant (SPDG), the department also developed lessons and units that integrate ELA and literacy into social studies and science for K-3. These plans incorporate differentiation strategies for teachers and scaffolds for at-risk and special education students. The department will also post these plans on its new Common Core website later in 2014. In math, the department provides sample plans for some grade levels, with others under development.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, the department offers concept organizer tools and guidance templates for creating instructional tasks across the content areas. Delaware uses tools from the Literacy Design Collaborative (LDC), which support teachers in integrating Common Core literacy standards into instructional tasks and unit plans in history, social studies and science. During 2013-14, teachers in career and technical education, science and social studies partnered with the Delaware Reading Cadre and the LDC to create template tasks that connect reading, writing and literacy. The department will post the units that embed these template tasks on its new Common Core website later in 2014. The department also provides writing rubrics for assessing student work in secondary grades in history/social studies, science and technical subjects by grade band.
- ◆ *Formative Assessment:* The department provides formative assessment tools developed by its Math and Reading Cadre members (district math and reading specialists who receive professional learning and collaborate with the state on curriculum issues). In 2013, the department launched a partnership with LearnZillion to work with teachers across the state to develop high-quality Common Core formative assessment items for ELA and math K-12. LearnZillion now makes these items available to teachers across the country for free through an online resource library. A second cohort of teachers from Delaware will join this work with LearnZillion in 2014-15. Additionally, as a member of Smarter Balanced, Delaware nominated a team of educators who participate in the consortium's development of a digital library of formative assessment tools. The Smarter Balanced Digital Library became available to all teachers in Delaware in June 2014.

How Are These Resources and Materials Developed?

The department uses a curriculum development process involving its staff and educators in various professional development networks (including Math and Reading Cadre members, teachers participating in the Delaware Writing Project, teachers selected through the partnership with LearnZillion, and teachers nominated to work with Smarter Balanced). Teachers also help to pilot the draft materials. The department developed the ELA unit and lesson plans in partnership with the LDC in 2013-14. Currently, Delaware has completed its second round of materials development. In addition to the resources and materials developed in-state, the department provides links to tools developed by external entities (for example, Smarter Balanced, Achieve, EngageNY and Student Achievement Partners).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To ensure the alignment of resources and materials the state makes available, the department vets possible resources and materials internally, using the EQuIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve).
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* The department provides the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators), and has developed additional checklists. These checklists are based on the EQuIP/Tri-State Rubrics and the Instructional Materials Evaluation Tool (IMET, developed by Student Achievement Partners). The department also provides professional learning. The Reading and Math Cadres receive training in curriculum development, including the use of the EQuIP/Tri-State Rubrics, and they are expected to train teachers in their own districts. In summer 2012, the department led several ELA curriculum workshops to help teachers learn how to assess the alignment of resources and materials, followed by math alignment workshops in 2012-13. Throughout 2013-14, the department hosted monthly, voluntary Literacy Coalition meetings (the coalition is made up of representatives from districts and charter schools, higher education, businesses and community organizations) that included training on the EQuIP/Tri-State rubrics, and Reading and Math Cadre members received additional LDC training. In 2013-14, Achieve provided training on the EQuIP/Tri-state Rubrics to members of the Delaware Literacy Coalition, representatives from institutions of higher education, and the Reading Cadre. (See the accompanying state profile on *Professional Development* for more information on these initiatives.) Finally, state regulations require that districts submit their curricula to the department for review and approval, providing another layer of state-local collaboration in the work to align resources and materials.
- ◆ *Textbooks:* In Delaware, the selection of textbooks is a local decision. To support district decision-making, the department provides training on curricular alignment tools such as the IMET, the Assessment Evaluation Tool and the EQuIP/Tri-State Rubrics.

Georgia

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the state's new College and Career Georgia Performance Standards (CCGPS). These tools are provided as supplementary supports and are not a mandated curriculum. Educators can choose to use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the CCGPS on an online portal (www.georgiastandards.org) and on its Teacher Resource Link (TRL) within the Statewide Longitudinal Data System (www.gadoe.org/Technology-Services/SLDS/Pages/Teacher-Resource-Link.aspx). The department currently is migrating all of its resources from www.georgiastandards.org to the TRL, to offer one common portal to teachers and parents. Additionally, the department maintains resources on its English language arts (ELA), math and assessment Web pages and grade band wikis. It also uses webinars and listservs to facilitate communication and sharing of resources and materials among teachers.

What Kinds of Resources and Materials Are Available?

Georgia's resource websites and other delivery mechanisms provide an extensive array of CCGPS-aligned instructional resources and materials, which include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include teaching guides, glossaries, crosswalks with Georgia's previous standards, and text complexity rubrics. Educators may also access curriculum maps; comprehensive teaching guides and unit frameworks; and instructional support videos for ELA and math, created in partnership with SEDL and Georgia Public Broadcasting (GPB). The department has developed a set of resources for using Lexile levels (a measure of student reading level) to support reading instruction. Additionally, the department provides information for teachers on state summative assessments and on the SAT, PSAT, Advanced Placement (AP) and ACT exams (which the College Board and ACT report are aligned to the Common Core).
- ◆ *Sample Instructional Plans:* Georgia offers extensive model instructional plans, including teacher-developed model unit frameworks for both ELA and math in K-12. These frameworks cover an entire year of instruction, addressing all the grade-level standards for each grade level. They include the standards, essential questions, concepts and skills, strategies for teaching, differentiation for diverse learners, and formative assessment tasks and questions. The department currently is enhancing the unit frameworks to reflect the rigor of CCGPS and include more student tasks. As a companion to each unit framework, archived webinars give teachers guidance on how to use the units in their own lesson planning and teaching. The department also provides other tools for teachers to build standards-based instructional plans aligned to the CCGPS.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, the department provides on-demand webinars on integrating literacy across the content areas and Literacy Design Collaborative (LDC) resources. (See the accompanying state profile on *Professional Development* for more information on LDC, as well as the Mathematics Design Collaborative, MDC.) The department also partners with Britannica, Galileo and LearnZillion to offer webinars and digital resources on literacy in the content areas, and it posts liter-

acy resources from numerous external organizations (for example, the Teaching Channel and SIRS Discoverer).

- ◆ *Formative Assessment:* Georgia has extensive online classroom assessment resources, with over 1,600 aligned formative assessment items available for teachers as of 2014. The state currently is developing aligned benchmark assessments. In spring 2014, these became available for ELA and math in some grades and subjects, with more planned for release in late 2014. The department also provides videos of Georgia educators implementing math formative assessment lessons using the MDC framework. Additionally, in 2013-14, the department launched the Georgia Online Assessment System, which allows teachers, students and parents to access practice test items aligned to the state summative assessments (which as of 2012-13, the department reports are fully aligned to the CCGPS). The department also provides teachers with a series of online professional learning modules on Formative Instructional Practices (FIP). The FIP modules show how to use the department's formative assessment resources and how to employ formative assessment practices in classrooms.
- ◆ *Videos of Exemplary Instruction:* The georgiastandards.org video library houses over 1,000 videos of effective implementation of the new standards in classrooms. (The videos are available through iTunes University.)

How Are These Resources and Materials Developed?

The department creates its online resources and materials through teams of staff content specialists. It also collaborates with educators from across the state, expert teachers, advisory councils, Regional Educational Service Agency (RESA) content specialists and external entities, including the Georgia Institute of Technology's Center for Education Integrating Science, Mathematics and Computing (CEISMC), GPB, the Technical College System of Georgia, the University System of Georgia, the Professional Standards Commission, and Britannica. To support this process, the department contracts with expert educators, offers training and provides face-to-face opportunities for collaborative development. In addition to these resources and materials developed in state, the department provides links to tools developed by external entities (for example, non-profit organizations).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To ensure the alignment of the resources and materials the state makes available, the department vets possible resources and materials internally and in collaboration with educators, advisory councils and RESA content specialists. Early in Georgia's development process, the department exposed writers and reviewers to the Open Educational Resources (OER) Rubrics developed by Achieve. In 2013-14, the department revisited its development and review process and plans to incorporate more systematic use of the OER Rubrics and the EQUIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve).
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* Georgia has undertaken extensive efforts to build educator capacity to create and select aligned materials. The department has a two-fold strategy: first, as it moved into a new phase of resource development and review in 2013-14, the department worked with Achieve to provide statewide training for district ELA and math content specialists on the EQUIP/Tri-State Rubrics and on the Achieve OER Rubrics. These

Georgia (continued)

specialists were then responsible for sharing this training with local teachers. Second, in collaboration with the Georgia Association of Curriculum and Instructional Specialists and the state's RESAs, the department provided LDC and MDC training for districts. So far, over 150 districts have participated in the training. In 2013-14, trained LDC and MDC teachers, leaders and coaches provided training and support to local educators in their home schools and districts all over the state on a voluntary basis (and this will continue in 2014-15). LDC and MDC training focuses heavily on designing instructional tasks that align to the content and rigor of the Common Core. (See the accompanying state profile on *Professional Development* for more information on Georgia's LDC/MDC work.)

- ◆ *Textbooks:* Georgia requires that publishers and vendors align their textbooks and curriculum products to the CCGPS. To vet submitted products, the state has used text complexity rubrics, the Achieve OER Rubrics, reading Lexile information, and its own K-12 Math and Reading Learning Resources Evaluation Rubrics. In 2013-14, it also incorporated use of the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators). Resources are vetted and placed on the state-approved list. They are recommended, but are not required, for local use. The department also created a guide on developing model K-12 reading lists for local school boards, to support local selection of CCGPS-aligned reading materials.

Georgia is undertaking leading efforts to foster the use of instructional resources and materials that are aligned to new college- and career-readiness standards, the College and Career Georgia Performance Standards (CCGPS). The state Department of Education, in collaboration with educators, experts and partner entities across the state, developed model unit frameworks for English language arts and math for K-12. These frameworks include the standards, essential questions, concepts and skills, strategies for teaching and differentiation for diverse learners, and formative assessment tasks. The frameworks cover an entire year of instruction, addressing all the standards for each grade level. Georgia offers extensive online classroom assessment resources, with over 1,600 aligned formative assessment items available for teachers as of 2014, aligned benchmark assessments, an online assessment system of practice items aligned to the state summative assessment and online professional learning modules for teachers on how to implement formative assessment in the classroom. The department also provides an extensive video library of exemplary instruction. Additionally, the department empowers educators to develop and select their own aligned materials through extensive professional learning. Content-area specialists in every district and on school and district teams across the state receive training.

Kentucky

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the state's new Kentucky Core Academic Standards (KCAS). These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the KCAS on its Continuous Instructional Improvement Technology System (CIITS) website (<http://education.ky.gov/districts/tech/ciits/Pages/Continuous-Instructional-Improvement-Technology-System.aspx>). Additional general information about the standards and assessments, and links to resources from external organizations are available on the department's Curriculum and Instruction English language arts (ELA) and math Web pages.

What Kinds of Resources and Materials Are Available?

The CIITS website provides KCAS-aligned instructional resources and materials that include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include the Model Curriculum Framework guidance document, curriculum maps, progressions of study, tools for planning differentiation of instruction, professional development resources and information on state summative assessments. The department also provides model deconstructions of the standards, which include targets for student knowledge, reasoning, performance skills and outcomes for each K-12 standard in ELA and math. Further, CIITS includes an online lesson planning tool and scheduler to help teachers manage instruction in their classrooms. CIITS enables teachers to save favorite resources in a personal materials bank and to share their own materials with other teachers.
- ◆ *Sample Instructional Plans:* Kentucky provides model lesson and unit plans and other resources that address many of the standards in math and ELA for K-12, with more resources currently available for grades three through eight. Additionally, for some of the provided plans, samples of student work resulting from the instruction are available.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, the department is developing resources and materials for these subjects and grades. Currently, the department provides general guidance and links to resources from external organizations (such as Thinkfinity and the Internet Public Library) on incorporating writing and research in content area classrooms.
- ◆ *Formative Assessment:* CIITS provides an item bank that educators may use to design local assessments for a variety of purposes. The item bank includes assessment items and resources that address the KCAS in ELA and math, English 10, Algebra II, U.S. history and biology. Items and resources for an additional eight courses are under development.
- ◆ *Videos of Exemplary Instruction:* Within the CIITS website, the department, in partnership with Common Core 360, provides hundreds of videos of exemplary KCAS-based instruction in real classrooms.

Kentucky (continued)

How Are These Resources and Materials Developed?

The department develops its CIITS resources and materials in several different ways. It purchases many resources and materials from vendors (for example, KET Encyclomedia, Discovery Education and SAS Curriculum Pathways), and it plans to add materials from additional vendors in the future. Other resources and materials are developed by educators participating in Kentucky's statewide Leadership Networks and in Kentucky's Literacy Design Collaborative (LDC)/Math Design Collaborative (MDC) groups. Additionally, any educator can create instructional plans that, once reviewed and approved by his or her district, can be submitted by the district for state review and possible inclusion in CIITS. In addition to these resources and materials, CIITS provides links to tools developed by external entities (for example, nonprofit organizations and vendors).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To ensure that the resources and materials the state makes available on CIITS are aligned to the KCAS, the department established a structured approach to vetting submitted resources and materials. The department provides districts with an instructional resource review guide to support their review process of items submitted by local educators. The review process incorporates criteria articulated in Achieve's Open Educational Resource (OER) Rubrics, and the department also has videos on CIITS about what to look for in potential resources. Once districts approve resources and materials, they can submit them to the department for consideration for CIITS. The department reviews these internally. The review process is facilitated entirely online within the CIITS system. CIITS has school-, district- and state-level resource banks for teacher-created materials submitted and approved at each level. Vendors who are interested in collaborating with the department to have their instructional materials included in CIITS submit to a Pearson-Schoolnet vetting process.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* Kentucky uses its primary professional development initiative, Leadership Networks, as a vehicle to support the local development of aligned instructional resources and materials. Teachers and leaders who participate in these networks receive professional learning on designing aligned instructional plans and formative assessment tools. They then assist their districts in local curriculum development and alignment. The department also provides LDC and MDC training to districts to help teachers develop aligned instructional plans. Training on the LDC/MDC tools began in a small number of Integration Districts (funded through a Bill & Melinda Gates Foundation grant), and through the Leadership Network it has been scaled statewide so that representatives from all 173 districts have been trained on the tools to date. The department also provides differentiated LDC/MDC training based on teacher experience. Resources created by educators through this work can be submitted, once approved by their districts, to the state for possible posting on CIITS. (See the accompanying state profile on *Professional Development* for more information on these initiatives.) Additionally, in 2013 Kentucky partnered with Colorado on the Common Assignment Study initiative, in which high-performing teachers from both states meet to create and implement units of study aligned to the Colorado Academic Standards and the KCAS, with LDC/MDC modules embedded within the units. This work is facilitated by content experts from Stanford's Center for Assessment Learning

and Equity. The partner states plan to expand the work to include more teachers in 2014-15 and have developed criteria and guidance to support scaling this work.

- ◆ *Textbooks:* Kentucky has tools that districts use to review and make adoption selections if they purchase basal resources; however, districts ultimately make their own decisions about the resources they purchase. The review process requires that textbooks and other instructional materials be aligned to the KCAS. Vendor products are reviewed by the department, with the help of content consultants. Local districts select from a list of state-approved products. Schools and districts must notify the state textbook commission if they choose books not from the list, and verify that they used the state's ELA and math tools to review the books.

Louisiana

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the Common Core. These tools are provided as supplementary supports and are not a mandated curriculum. Educators can choose to use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the Common Core on its Teacher Support Toolbox website (<http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox>). The department's Academics Web page (<http://www.louisianabelieves.com/academics/2014-2015-curricular-package>) also provides links to the state-approved 2014-15 curricular package and library of resources.

What Kinds of Resources and Materials Are Available?

The Teacher Support Toolbox website and Academics Web page provide an array of Common Core-aligned instructional resources and materials. These tools are designed and provided to support teachers in executing the core functions of their job (setting goals, planning and teaching, reflecting and adjusting); they also help districts to plan implementation strategies, lead the work, assess progress and adjust. The resources and materials include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Resources include explanations, videos and self-paced online modules on the instructional shifts inherent in the new standards; learning progressions demonstrating how skills build across grade levels; the Model Content Frameworks from the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium; templates for developing units of instruction and lesson plans; guidance on planning resources from other states and external organizations; and guidance and sample test items for the state summative assessments. The department also provides scoring rubrics for the writing sections of the state summative assessment. In spring 2014, the department developed a 2014-15 curricular package — a set of instructional guidebooks, planning tools, professional development information, and vetted vendor materials and assessments

Louisiana (continued)

to support districts in making local curriculum decisions. Further, the department provides resources directly to teachers through its Teacher Leader Cadre initiative. (See the accompanying state profile on *Professional Development* for information on this initiative.)

- ◆ *Sample Instructional Plans:* These plans include model scope and sequence documents outlining how a teacher might organize the teaching of the standards across an entire year for K-12, as well as an aligned pre-K year-long model scope and sequence. For English language arts (ELA), the department provides an online interactive framework that illustrates the components of effective ELA instruction, broken down by whole-class instruction, small-group reading, small-group writing and independent reading. The framework is accompanied by four instructional guidebooks for each K-12 grade band. These guidebooks begin with an illustration of effective Common Core instruction and conclude with model instructional unit plans. The model plans include: four to six units for every grade level (K-12), each with a complete text set; at least three recommended summative assessments; a scope and sequence of the unit texts; and sample daily instructional tasks. In math, the department provides instructional guidebooks by grade band to support local curriculum development. Along with an opening section that illustrates effective Common Core instruction, the guidebooks include instructional tasks illustrating prerequisite standards and practice items. Guidebooks also include grade-specific charts with remediation strategies for every standard, with aligned tasks.
- ◆ *Formative Assessment:* The department offers an online formative assessment item bank (EAGLE 2.0) with items for grades one through 11. The bank includes sample assessment tasks, practice tests and assessment guides for the state summative assessments, all of which the department reports are fully aligned to the Common Core. The department releases additional new assessment items monthly during the school year.
- ◆ *Videos of Exemplary Instruction:* The department curates an extensive video library of lessons that illustrate effective Common Core instruction in all grade levels (<http://videolibrary.louisiana-believes.com/>). The videos are categorized by the teacher evaluation system ratings for easy access (see accompanying state profile on *Evaluation of Teachers and Leaders* for alignment of the system to the Common Core). The department continually adds videos and tools to the library to support teachers and coaches in using the videos and accompanying tools to improve instruction.
- ◆ *Samples of Student Work:* The instructional guidebooks include student work exemplars. (For math, the guidebooks already include exemplars; the department is developing exemplars for ELA during the 2014-15 school year.)

How Are These Resources and Materials Developed?

The department creates and compiles its resources and materials in collaboration with educators across the state. Louisiana's committee of 60 Teacher Leader Advisors helps to create and vet all tools, and also provides guidance on the standards implementation process overall. (See the accompanying state profile on *Timeline and Approach to Standards and Assessments* for more information on this committee.) The department developed the videos of exemplary instruction in partnership with the Teaching Channel.

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To select high-quality, standards-aligned instructional resources and materials, department staff members work with Louisiana Teacher Leaders. To select materials from external sources (for example, vendors), the department reviews the materials using rubrics adapted from the Instructional Materials Evaluation Tool (IMET, a tool for determining the alignment of curricular materials such as textbooks, developed by Student Achievement Partners). Detailed information about the reviews, including weekly updates, is available on the department's Academics Web page.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* To build educator capacity to create and select high-quality, aligned resources and materials, the department launched the Teacher Leader Cadre initiative in 2013. This cadre initially included one or two teachers from every school in the state, approximately 2,000 in total. In 2014, the department offered 6,500 seats for its Teacher Leader professional development in ELA and math to continually scale this effort across the state. The department offers teacher leaders intensive professional learning (in-person trainings, online webinars, and more) on how to assess alignment and how to develop aligned lessons and units of study. Teacher leaders then work with their peers in their schools to build local capacity to design and select quality and aligned curriculum resources. All teachers can access archived webinars, which include teacher leaders sharing their experiences using the Teacher Support Toolbox resources and implementing the standards. (See the accompanying state profile on *Professional Development* for more information on this initiative.)
- ◆ *Textbooks:* In Louisiana, the selection of textbooks and instructional materials is a district process. The department conducts a review of publisher materials and provides this information to districts to support their decision-making process, though districts do not have to purchase from the state-approved list. In 2013-14, the department's review did not find any submitted curricula aligned to the Common Core. The state Board of Education delayed its formal textbook adoption process until after a legislatively-mandated task force has examined the state's screening process and submitted a report of recommendations for policy and statutory changes to the state Legislature. To better support districts in the interim, the department created an informal rolling review process to broaden the set of reviewed resources and to provide ongoing guidance as new materials are submitted. This review results in three-tier ratings, including full Common Core alignment, partial alignment, and a lack of quality alignment (<http://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review>). The department uses rubrics adapted from the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with other partner organizations, experts and educators) and the IMET (<https://www.louisianabelieves.com/academics/2013-2014-math-and-english-language-arts-instructional-materials-review/curricular-resources-annotated-reviews>).

Louisiana (continued)

Louisiana is implementing leading efforts to foster the use of instructional resources and materials that are aligned to new college- and career-readiness standards, the Common Core. The state Department of Education collaborates with educators from across the state, and its committee of 60 Teacher Leader Advisors, to develop resources and materials and vet external tools for its online Teacher Support Toolbox. These resources include model scope and sequence documents for English language arts and math to cover an entire year of instruction for every grade pre-K-12. The department also provides instructional guidebooks by grade band, with illustrations of effective Common Core instruction and model instructional unit plans. Guidebooks also include remediation strategies for every standard to support teachers of diverse learners. The department also provides aligned samples of student work and videos of exemplary instruction, developed in partnership with the Teaching Channel. The department empowers educators to develop and select their own aligned materials through extensive professional learning in its Teacher Leader Cadre, a group of several teachers from each school in the state that receives intensive professional development on how to assess alignment and how to develop aligned lessons and units of study.

Maryland

This profile provides information about instructional resources and materials the Maryland State Department of Education makes available to support educators in implementation of the Maryland College and Career-Ready Standards. These tools are provided as model resources and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the Maryland College and Career-Ready Standards on the Curriculum Management System within its Blackboard Learn website (<https://msde.blackboard.com>). Resources are also available through the department's School Improvement website (<http://mdk12.org/index.html>). Additional resources may be found on the Maryland Learning Links website focused on special education (<http://marylandlearninglinks.org/>) and the STEM Resource Clearinghouse (<http://www.thestemnet.com/>).

What Kinds of Resources and Materials Are Available?

The Blackboard Learn website provides Maryland College and Career-Ready Standards-aligned instructional resources and materials, which include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include information about the standards, with specific

guides for elementary, middle grades and high school teachers, administrators, parents and board members. The guides address the instructional shifts required and the Maryland College and Career-Ready Standards Curriculum Frameworks. The frameworks identify essential skills and knowledge for K-12 in English language arts (ELA); math; and literacy in social studies, science and technical subjects. The department also provides information on the state's summative assessments and data analysis, the new accountability system, and implications of the standards for students with disabilities.

- ◆ *Sample Instructional Plans:* To complement the Maryland College and Career-Ready Standards Curriculum Frameworks, the department is currently developing an Online Instructional Toolkit. The toolkits for ELA, math, social studies and science each currently contain nearly 1,000 resources, including breakdowns of the standards into lesson objectives, lesson plans, prerequisite skills, higher order thinking skills, technology recommendations, links to external tools and assessment resources. When complete, the toolkits will include model units and lesson plans for every grade and standard for pre-K-12 in ELA; math; and literacy in history/social science, science and technical subjects. Together, the frameworks and the toolkits will become the Maryland College and Career-Ready Standards and Curriculum Resources. All of the instructional plans (those in the toolkits and in the other archives mentioned above) incorporate the principles of Universal Design for Learning to support teachers in differentiating instruction for diverse learners. The department also makes available 250 intervention modules for ELA and math.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social science, science and technical subjects in grades six through 12, the Maryland College and Career-Ready Standards Curriculum Frameworks and the Online Instructional Toolkit are available for these grades and subjects. The department also offers other disciplinary literacy resources for fostering discipline-specific literacy in social studies, science and technology (for example, curriculum frameworks, 13 adolescent literacy modules, and additional types of resources in development). The department is developing trans-disciplinary STEM-based curriculum resources and intervention and enrichment modules to help teachers meet the needs of diverse learners. Currently, the department has 10 STEM curriculum resource modules and five additional STEM curriculum resource modules for use in world language programs (these have been translated into Spanish, Arabic and Chinese). The department also has plans for 100 intervention modules for disciplinary literacy by 2014-15.
- ◆ *Formative Assessment:* Maryland is in the midst of work on formative and interim assessment tools, specifically the curation of an online item bank drawing from existing formative assessments used around the state, including those specifically designed for English learners and students with disabilities.
- ◆ *Videos of Exemplary Instruction:* The department provides videos of model lessons for math, ELA, STEM and disciplinary literacy (the disciplinary literacy video is still under development).

How Are These Resources and Materials Developed?

The department developed the resources and materials for Maryland's College and Career-Ready Standards Curriculum Frameworks and Online Instructional Toolkit along with educators from around the state and various partners, including content-area experts, higher education institutions such as Johns Hopkins University and Towson University, Maryland Public Television and the Maryland Business Roundtable. To develop the interdisciplinary STEM-based curriculum materials and modules, the department is collaborating with districts; all districts were invited to participate. The formative assessment resources will expand in the future based on the work of the Partnership for Assessment of Readiness for College and Careers (PARCC)

Maryland (continued)

Consortium, the National Center and State Collaborative (NCSC) alternate assessment consortium and the World-Class Instructional Design and Assessment (WIDA) Consortium.

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* The department works with local district leaders to select teachers with instructional expertise to write the Maryland College and Career-Ready Standards Curriculum Frameworks and Online Instructional Toolkit resources. These writers use the EQuIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve) as a guide during development. Department staff, educators, higher education colleagues (including experts in English learners and students with disabilities), other states, and Achieve also provide feedback on drafts.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* The department provided Educator Effectiveness Academies (intensive professional learning experiences for school teams) each summer from 2011 to 2013, with follow-up during the school years. Academy participants received training on how to develop aligned instructional plans and how to use the EQuIP/Tri-State Rubrics as part of this process. Participants also learned about using the aligned materials provided by the department. Participants were encouraged to use this training to lead curriculum development and alignment work within their schools and districts. (See the accompanying state profiles on *Professional Development* for more information on this initiative.) To further support teachers as they align their instruction to the new standards and to meet the needs of students, the department has provided teacher trainings on the EQuIP Student Work Protocol, a protocol for collaborative examination of student work.
- ◆ *Textbooks:* By legislation, Maryland districts choose their own instructional materials. The department encourages them to use the EQuIP/Tri-State Rubrics and the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators) to assess the quality and alignment of these materials.

Maryland is leading practices in fostering the use of instructional resources and materials that are aligned to new college- and career-readiness standards, the Maryland College and Career-Ready Standards. In collaboration with educators, the Maryland State Department of Education developed Maryland College and Career-Ready Standards Curriculum Frameworks for K-12 in English language arts (ELA); math; and literacy in social studies, science and technical subjects. The department is developing an extensive Online Instructional Toolkit that will include model unit and lesson plans and assessment resources for every standard in K-12 in ELA; math; and literacy in social studies, science and technical subjects. The department also makes available 250 intervention modules for ELA and math, with plans for 100 intervention modules for disciplinary literacy by 2014-15. The department provides videos of exemplary instruction and empowers educators to develop and select their own aligned materials through extensive professional learning for a leadership team at every school in the state.

Mississippi

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of Mississippi's College- and Career-Readiness Standards (CCRS). These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the CCRS on its Common Core SharePoint website (<https://districtaccess.mde.k12.ms.us/commoncore/Training%20Public%20Access/Forms/AllItems.aspx>). In addition, the department sends weekly emails to educators about new resources available on the site and other CCRS related information. (The department sends these emails in response to educator requests for information.)

What Kinds of Resources and Materials Are Available?

Mississippi's Common Core SharePoint site provides CCRS-aligned instructional resources and materials, which include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. The Mississippi CCRS for English language arts (ELA) and math provide a basis for curriculum development for K-12 teachers, and the CCRS in literacy provide the same for the content areas of history/social studies, science and technical subjects in grades six through 12. The CCRS also outline changes in academic courses that were revised to align to the CCRS. The department provides tools for unpacking the standards and videos of expert educators explaining particular standards that are complex and challenging. The department developed curriculum frameworks for ELA and math, as well as for social studies, science and technology, to include the literacy standards for grades six through 12, and provides the Model Content Frameworks from the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium. For ELA, the department provides text complexity rubrics and lists of recommended titles, as well as lists of recommended manipulatives for math by grade band. The department currently is working with teachers from across the state to build scaffolding documents to support teachers working with struggling learners; these tools will be available later in 2014. The department also posts archived training materials, on-demand informational webinars and information on state summative assessments.
- ◆ *Sample Instructional Plans:* The department focuses its efforts on developing and providing professional learning for local educators (which includes some training on creating and selecting aligned instructional plans and resources — see more information on this below), rather than on developing aligned instructional resources. However, the department does provide links to aligned resources developed by such organizations as Achieve and Illustrative Mathematics, and to New York's popular EngageNY website.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, the department provides guidance on how to integrate literacy into lesson and unit plans for these grades and content areas. The department developed curriculum frameworks to address these standards, as well as implementation memos to support content teachers in using the frameworks.

Mississippi (continued)

- ◆ *Formative Assessment:* The department contracted with Renaissance Learning to deliver the Mississippi K-3 Assessment Support System (MKAS2) to provide optional screening, diagnostic and summative assessments in ELA and math for K-3 students in the state beginning in 2015. Additionally, to prepare students for the writing requirements of CCRS, the Mississippi Writing Assessment Program is transitioning to a formative assessment process for grades four through 12. The department offers unlimited access to Pearson's online writing program, WriteToLearn, as part of a three-year pilot program between 2012 and 2015, to teachers who participate in the department's Writing Project Collaborative. (See accompanying state profile on *Professional Development* for more information on the Writing Project Collaborative.)

How Are These Resources and Materials Developed?

In Mississippi, the department develops aligned resources and materials internally by using content specialists, with input and review by local educators and higher education representatives. It also capitalizes on partnerships, leading states and external organizations to acquire resources to disseminate. For example, Mississippi participates in a cross-state partnership through SEDL to create videos of expert educators explaining standards that may be complex and challenging. The department also posts materials and resources from such organizations as Achieve, Illustrative Mathematics, and ACSD, along with links to New York's popular EngageNY resource website (<http://www.engageny.org>).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* The department currently is developing a systematic process and set of review criteria to use in the future to ensure the alignment of resources and materials it makes available. The recommended texts mentioned above were vetted by Mississippi teachers and specialists, including higher education representatives.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* Through various professional learning offerings and webinars, the department provides guidance on creating and selecting aligned instructional plans and resources. This includes information on using the EQuIP/Tri-State Rubrics (curriculum alignment tools developed by Massachusetts, New York, Rhode Island and Achieve). (See the accompanying state profile on *Professional Development* for more information on these efforts.)
- ◆ *Textbooks:* A State Textbook Rating Committee reviews vendor-submitted textbooks for alignment to the state standards. Per state law, materials in textbooks must provide comprehensive coverage of the course content as outlined in the new standards for ELA and math, as well as the literacy standards in history/social studies, science and technical subjects, and meet at least 80 percent of the mandated standards and competencies. The department has shared the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators) with the committee, but under statute, the committee is not required to use it. Resources that the committee deems appropriate are placed on a list of approved products, but districts are not required to adopt them.

New York

This profile provides information about instructional resources and materials the New York State Education Department makes available to support educators in implementation of the Common Core, adopted as New York's Common Core Learning Standards (CCLS). These tools are provided as supplementary, optional supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the CCLS on its EngageNY website (<http://www.engageny.org/>). EngageNY serves as a delivery mechanism for resources associated with all the key areas of New York's Regents Reform Agenda, which focuses on the CCLS, data-driven instruction, and teacher and leader effectiveness. EngageNY has become a popular resource for other states and educators across the nation.

What Kinds of Resources and Materials Are Available?

The department provides an extensive array of CCLS-aligned instructional resources and materials on EngageNY, which include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Resources include the standards, videos explaining the key points in the new standards, instructional shifts required, materials from state-provided professional development, and implementation workbooks. The department has compiled these guidance materials to create a Common Core Toolkit to support local implementation of the standards and assessments. The department also provides a representative sample of annotated questions from the 2013 state summative assessment (which the department reports is fully aligned to the CCLS), with guidance on how to prepare students to tackle these questions. To foster the success of English learners pre-K-12 and beyond, the department provides a Blueprint for English Language Learners (ELLs) Success that includes eight guiding principles for engaging English learners in CCLS teaching and learning.
- ◆ *Sample Instructional Plans:* For the first time, the department developed curriculum materials and provided them at no additional charge to districts and educators across the state. Curriculum modules are designed to cover instruction for an entire school year in English language arts (ELA) and math for pre-K-12. Modules include lesson plans, suggested texts, strategies for differentiating instruction for diverse learners, formative assessment performance tasks, and supporting resources for instruction and homework. The department plans to support continued review of and updates to the curriculum modules through partnerships with local school districts throughout 2014-15. Additionally, to support teachers of English learners, the department's Bilingual Common Core Initiative is developing curricular resources for the New Language Arts Progressions (NLAPs, English language proficiency standards aligned to the CCLS) for pre-K-12. This initiative also addresses the needs of English learners in bilingual settings. The department developed a set of CCLS-aligned native language ELA standards (called Home Language Arts Progressions, or HLAPs) for pre-K-12. It developed instructional resources to complement these HLAPs, including a teachers' guide, and it is also developing further resources such as ELA curriculum modules in the top five home languages in the state.

New York (continued)

- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, some of the posted ELA curricular modules already address the literacy standards, and the department plans to make additional materials and resources, such as lesson and unit plans, available in the future.
- ◆ *Formative Assessment:* All curriculum modules include model formative assessment performance tasks that are aligned to the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium Model Content Frameworks.
- ◆ *Videos of Exemplary Instruction:* The department provides a large number of videos of exemplary CCLS instruction to complement the curricular modules.
- ◆ *Samples of Student Work:* The department provides sample student work from the 2013 annual state assessment (which the department reports was fully aligned to the CCLS), and many of the curricular modules include rubrics for assessing student work.

How are These Resources and Materials Developed?

The department creates resources, materials and videos for the EngageNY website in collaboration with the Fellows at the Regents Research Fund (RRF), curriculum vendors, other expert partners, and New York educators. This collaboration involves professional development for educators as part of the process.

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To review and select high-quality, standards-aligned instructional resources and materials for the EngageNY website, national experts, authors of the Common Core, and staff writing teams, including New York educators and higher education representatives, review the modules developed by curriculum vendors under contract to the department. Materials are continually updated and revised based on educator feedback.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* To build educator capacity to create and select aligned materials, New York, in collaboration with Massachusetts, Rhode Island and Achieve, developed the EQUIP/Tri-State Rubrics. The rubrics are criterion-based and include a review process to evaluate the quality of lessons and units intended to address the Common Core. Also, the department uses the Network Teams structure. Network Teams are three- to 15-person teams of experts located around the state to support districts. The teams attend Network Team Institutes, where the department demonstrates the state-provided curriculum modules, trains teams on how the modules align to the CCLS and coaches teams with instructional strategies to make the standards accessible to all students. Teams then work with educators on using the curriculum modules and the EQUIP/Tri-State Rubrics to assess alignment of the materials they are developing or selecting for purchase. In addition, EngageNY offers a sample set of curricular materials that have been scored on the EQUIP/Tri-State Rubrics. (See the accompanying state profile on *Professional Development* for further information on this work.)
- ◆ *Textbooks:* Districts use their own processes for selecting textbooks. The department does not have a role in the approval, selection or purchase of textbooks.

New York is making leading efforts in fostering the use of instructional resources and materials that are aligned to new college- and career-readiness standards, the Common Core Learning Standards (CCLS). Many of the New York State Education Department’s resources have become popular tools for other states and educators across the nation. The department’s EngageNY website houses curriculum modules designed to cover instruction for an entire school year in English language arts (ELA) and math in pre-K-12. The modules include formative assessment tasks, and a number of them include the literacy standards for history/social studies, science and technical subjects; videos of exemplary instruction; and rubrics for assessing student work. The department provides the EQuIP/Tri-State Rubrics — tools for creating aligned instructional plans and for assessing the alignment of developed materials — which New York developed with Massachusetts, Rhode Island and Achieve. To empower educators to develop and select their own aligned materials, the department provides professional learning through its Network Teams structure. Further, through its Bilingual Common Core Initiative, the department is developing aligned curriculum materials for English learners and for English learners in bilingual settings.

North Carolina

This profile provides information about instructional resources and materials the North Carolina Department of Public Instruction makes available to support educators in implementation of the Common Core. These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department makes instructional resources and materials aligned to the Common Core available through Home Base, North Carolina’s online integrated instructional improvement and student information system (<http://www.dpi.state.nc.us/homebase/>). The department also hosts online wiki spaces where it posts aligned instructional resources and materials for the content areas and for students with disabilities, and K-3 assessments (see <http://elaccss.ncdpi.wikispaces.net/> and <http://maccss.ncdpi.wikispaces.net/>). As of summer 2014, North Carolina educators had access to more than 11,000 instructional resources and over 20,000 assessment items that are aligned to the Common Core.

What Kinds of Resources and Materials Are Available?

North Carolina provides the following Common Core-aligned instructional resources and materials on its wiki spaces and through the Home Base state-level resource bank. Home Base includes shared school and district banks, as well as functionality for users to create individual teacher resource banks.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. The department provides descriptions of the instructional shifts inherent in the Common Core, crosswalks from the previous to the new standards, text exemplar

North Carolina (continued)

documents, unpacking the standards resources, performance descriptors with rubrics, graphic organizers, an instructional strategy bank and support tools for differentiating instruction for diverse learners. The department developed an interactive Common Core progressions viewer for the English language arts (ELA) standards and the literacy standards for history/social studies, science and technical subjects to support teachers in vertical alignment. Math progression resources are currently being developed. The department also provides a Home Base toolkit that includes training materials and webinars on using Home Base, as well as guidance for communicating about Home Base.

- ◆ *Sample Instructional Plans:* Through both Home Base and wikis, the department provides a wide array of unit and lesson plans, teaching tools, rubrics, and strategies for differentiating instruction for diverse learners. These plans and associated resources, taken as a whole, address many key standards in ELA, writing and math for K-12.
- ◆ *Literacy Standards:* To address Common Core literacy standards for history/social studies, science and technical subjects in grades six through 12, the department offers unit and lesson plans, teaching tools, rubrics, strategies for differentiating instruction for diverse learners and the interactive Common Core progressions viewer mentioned above. The department also hosts wiki spaces for social studies, science, and career and technical education. Additionally, the department provides access to Pearson's Science and Social Studies Digital Library, consisting of teaching resources for K-12. As of March 2014, the department offers over 6,000 resources for science and nearly 5,000 resources for social studies that address the literacy standards for these subjects.
- ◆ *Formative Assessment:* The department offers an array of formative assessment resources through different venues. The North Carolina Formative Assessment Learning Community's Online Network (NC FALCON) provides online learning modules and formative assessment tools for the Common Core and the NC Essential Standards (the state's standards in other content areas; see <http://www.center.ncsu.edu/ncfalcon/>). The wiki spaces house sample benchmark assessments for math in K-2, with grades three through 12 under development. Home Base houses tools for K-12, department-developed items for ELA and math for daily use in classrooms and for district benchmark assessments, and items for history/social studies and science from the Northwest Evaluation Association. Home Base also has the functionality for teachers and districts to build and house their own formative assessments.

How Are These Resources and Materials Developed?

The department develops these resources and materials along with partners Pearson, Thinkfinity, Khan Academy and North Carolina Public Television (UNC-TV). North Carolina educators participating in the department's training on developing aligned resources also are able to submit items to be considered for posting on Home Base.

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To ensure the alignment of resources and materials that are available through the Home Base state-level resource bank, the department engages in a multi-stage review process in collaboration with the North Carolina State University Center for

Urban Affairs & Community Services. Content analysts review each of the resources for alignment and quality. To ensure that the Home Base state-level resource bank continues to grow and that local capacity is built, individual educators can submit resources to their school curriculum managers for inclusion in the school-level bank; school curriculum managers can submit resources to their districts for inclusion in the district-level bank; and district curriculum managers can submit resources to the department for inclusion in the state-level bank. The department provides professional development on how to use the EQuIP/Tri-State Rubrics (developed by Massachusetts, New York, Rhode Island and Achieve) and the Achieve Open Educational Resources (OER) Rubrics to review resources prior to submission at each higher level. While it is the department's expectation that practitioners use the rubrics at each level, the department reviews any resources submitted by districts for adherence to the established criteria. Department staff also review current materials on the wiki sites, using the rubrics.

- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* To build educator capacity to locally develop and select high-quality, aligned instructional resources and materials, the department offers extensive training on the EQuIP/Tri-State Rubrics and the Achieve OER Rubrics. This training is offered through different types of structures. The department provides training to and coordinates collaboration among a consortium of 47 volunteer districts and charter schools. The department collaborates with the state's Regional Education Service Alliances to provide training locally. North Carolina participates in Achieve's Educators Evaluating Quality Instructional Products (EQuIP) project. Through its wiki spaces, the department provides LiveBinders, interactive professional development workbooks. The department provides separate binders for local Professional Learning Communities or for self-guided study by educators. Finally, during the department's summer 2014 professional development institutes, participants from all districts in the state learned about selecting and designing aligned teaching materials. Exemplary items developed as a result of these trainings can be used locally and, if desired, can be considered for inclusion in the Home Base state-level resource bank.
- ◆ *Textbooks:* State Board of Education policy requires publishers to align materials to the new standards using the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators), and in its 2014 call for textbook submissions, the state's curriculum review committee included a requirement that all submissions must be compatible with the goals and objectives of the North Carolina Standard Course of Study (which includes the Common Core). After the board adopts textbooks recommended by the review committee, districts determine which materials best meet the needs of their students. The department serves on a Council of Chief State School Officers workgroup seeking ways to share information about aligned textbooks and digital resources across states.

Pennsylvania

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementing Pennsylvania's new Pennsylvania Core Standards (PCS) in English language arts (ELA) and math. The instructional resources and materials addressed here are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the PCS on its Standards Aligned System (SAS) website (<http://www.pdesas.org/>). SAS is accessible to the public and educators, and educators can access a password-protected area that enables communication, collaboration and sharing resources.

What Kinds of Resources and Materials Are Available?

The SAS website provides PCS-aligned instructional resources and materials, including those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Resources include the standards; a crosswalk showing the alignment among the PCS, Common Core and the previous Pennsylvania Academic Standards; learning progressions that display the skills and competencies by grade level; guides for unpacking the standards; curriculum frameworks for both ELA and math (the frameworks define the big ideas, concepts and competencies of the standards); and information on summative assessments. The department also provides videos exploring the issues surrounding the PCS and a guide for districts as they work through the stages of implementation of the standards.
- ◆ *Sample Instructional Plans and related resources:* The department offers an aligned Voluntary Model Curriculum (VMC). The VMC is a series of unit and lesson plans within the curriculum frameworks that incorporate content resources. The VMC is available for the content areas assessed in Pennsylvania's fully PCS-aligned high school Keystone Exams in ELA and math. In addition to the VMC, the department provides access to hundreds of lesson and unit plans developed internally and by Pennsylvania educators, as well as thousands of web-based content and instructional activities created by the department and vendors (such as Thinkfinity and McGraw-Hill). For English learners, the department has posted aligned overlays in literacy and math. The department is in the process of updating its resources for students with disabilities.
- ◆ *PCS Curriculum Frameworks:* Pennsylvania educators created pre-K-12 curriculum in ELA and math. The curriculum frameworks, designed around the PCS, offer a series of modules by grade level that equate to 36 weeks of instruction. Districts may adopt this curriculum, adapt it, or use it to audit their work. The curriculum frameworks are available in the Teacher Tools section of the SAS portal.
- ◆ *Online Course Resources:* Further, the department is developing iTunes University courses designed as Course Resource Collections, or collections of vetted resources aligned to the PCS in ELA, math and the literacy standards for science. They are organized around the instructional frameworks (see above). Teachers can embed these collections into their courses for supplementary or remedial instruction, and customize them for their own needs. Students and parents can also access the collections to support learning outside the classroom.

- ◆ *Literacy Standards:* Pennsylvania has included the PCS literacy standards for history/social studies, science and technical subjects in grades six through 12 in its Chapter 4 Regulations. (Per state law, curriculum and instruction must be standards based. As districts revise curricula, it is recommended that they incorporate the literacy standards.)
- ◆ *Formative Assessment:* The Classroom Diagnostic Tool (CDT) is integrated into the SAS website. It is a set of online assessments to assist educators in identifying student academic strengths and areas for improvement, and provides targeted links to classroom resources within SAS. The CDT has been aligned to the PCS in reading, writing, math and the literacy standards for science. It is currently available for grades three through 12, and resources will be posted shortly for K-3 to use with students whose scores indicate a need for below-grade-level instruction; resources will now drill down to the kindergarten level. Additionally, the department provides an assessment creator for teachers and districts that uses an item bank to create formative, benchmark, and diagnostic assessments. The bank includes thousands of items for ELA and math.
- ◆ *Videos of Exemplary Instruction:* The department provides a number of videos of PCS-based classroom instruction in ELA, math, and a number of other courses to address the literacy standards (such as social studies, science, the arts and world languages).

How Are These Resources and Materials Developed?

The department creates resources and materials and accepts those submitted by educators and vendors (for example, Thinkfinity). Upon review, exemplary items are posted. Additionally, teacher workgroups collaborate with the department and with Pennsylvania's Intermediate Units (29 regional centers that provide services and support to local districts) on development of some of the resources and materials. SAS also links to resources developed by external entities (for example, Congressional Medal of Honor). The department partnered with the George Lucas Education Foundation to provide the videos of exemplary instruction.

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* To ensure that the resources and materials the state makes available on SAS are aligned to the PCS, the department has a Quality Review Process. After the department develops draft materials, and as educators submit items for consideration, the department leads a review committee made up of department staff, educational consultants, and experts. The process for reviewing and selecting items for posting is outlined in a Quality Review Process handbook. The handbook outlines selection criteria, including alignment to the standards. The review process is managed entirely online through SAS. Materials are routinely evaluated for inclusion in and removal from the system.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* Through SAS, the department offers a wide range of free courses to educators. These courses range from short courses (for example, five hours) to lengthier, more in-depth study (for example, 30 hours). Available courses include Developing Aligned Curriculum. The department also offers teachers resources on other approaches that support teaching and learning of the new standards, such as the Understanding by Design process (which includes backward planning curriculum design), cognitive level tools such as Bloom's Taxonomy and Webb's Depths of Knowledge, and the H.E.A.T. index (a rubric that assesses higher-order thinking, engaged learning, authentic connections and technology use).

Pennsylvania (continued)

To educators logged on as members of the SAS community, these opportunities are available in the Teacher Tools Professional Development center. Additionally, Intermediate Units provide districts with training and support on Literacy Design Collaborative and Mathematics Design Collaborative resources.

- ◆ *Textbooks:* Districts use their own processes for selecting textbooks, though they are encouraged to select materials and resources that align to state standards. The department does not have a role in the approval, selection or purchase of textbooks.

South Carolina

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the state's college- and career-readiness standards. This profile reflects what the department currently makes available for the Common Core. The resources and supports it will provide for the state's new college- and career-readiness standards, to be developed for 2015-16, are unknown at this time.

Where Are State-Provided Resources and Materials Housed?

The department makes Common Core-aligned instructional resources and materials available on three sites: a Common Core Web page within its website (<http://www.ed.sc.gov/agency/programs-services/190/>); a Common Core Support Web page (<http://ed.sc.gov/agency/programs-services/190/ccss-support/>); and a CCSS Support Resources Web page (<http://ed.sc.gov/agency/programs-services/190/ccss-support/CCSS-Support-ResourcesPage.cfm>).

What Kinds of Resources and Materials Are Available?

The department currently provides Common Core-aligned instructional resources and materials that include those listed below. These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include visual placemats (convenient one-page documents of the standards for teachers by grade level) and descriptions of the standards, vertical progressions showing how content builds across grade levels, recommendations for the pathways/courses in high school math, connection documents between the Common Core and the state's previous standards, and videos explaining the standards. Online modules explain how teachers can plan and collaborate across content areas to address the Common Core. The department also provides basic information on the state's summative assessments. Additionally, the department provides resources for district and school leaders, including an implementation rubric to assess their progress in leading systems alignment and the change process.

- ◆ *Sample Instructional Plans:* The department provides several model unit overviews, lesson plans and teaching tools for math, covering key standards for K-12 by grade band. Model unit overviews, lesson plans and teaching tools are not yet posted for English language arts (ELA).
- ◆ *Literacy Standards:* Materials and resources that address the new literacy standards for history/ social studies, science and technical subjects in grades six through 12 are not posted; however, through its Mapping History initiative, the department provides professional learning to teachers on integrating social studies content with the literacy and ELA standards (see below).
- ◆ *Formative Assessment:* South Carolina allows districts to use state monies to select from a number of formative assessment systems, to meet local needs. In spring 2014, South Carolina concluded its participation in the Smarter Balanced Assessment Consortium’s State Leadership Teams and Digital Library initiative to develop formative assessments.
- ◆ *Videos of Exemplary Instruction:* The department partners with South Carolina ETV (public broadcasting) to provide streamlineSC (<http://www.sctv.org/education/streamlineSC>), which includes videos of Common Core-based classroom instruction.

How Are These Resources and Materials Developed?

The department acquired some of the materials it provides from external entities (such as the Common Core State Standards Initiative and nonprofit organizations) and developed some in partnership with South Carolina ETV.

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* In 2013, the department convened its ELA instructional materials review panel to review ELA materials using the Publishers’ Criteria for the Common Core State Standards, a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators. Regarding formative assessment resources in particular, the department uses a two-stage process to vet submitted products for approval. This process involves a panel of measurement experts and two committees of curriculum specialists (one each for ELA and math) to evaluate items submitted by publishers; criteria for this review were developed jointly by the department and the state Education Oversight Committee. The department posts alignment information of the items to its website for public access.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* The department provides professional learning to educators on developing and selecting their own aligned materials. During summers, the department offers a Common Core Professional Development Series — multi-day professional learning sessions at regional locations around the state. Any educator can participate on a voluntary basis. These sessions include creating aligned units of instruction. The department has also created a specific training on an instructional materials rubric and materials on text complexity and evidence-based writing. The department posts all the materials from the trainings online for on-demand access by all educators. In 2013-14, the department offered the Mapping History with the Common Core State Standards professional learning initiative. One-day trainings at regional locations around the state were available for all K-12 educators, including history and social studies teachers. Trainings involved creating units of instruction that integrate social studies content with literacy and ELA standards.

South Carolina (continued)

- ◆ *Textbooks:* South Carolina's state Instructional Materials Review Panel reviews vendor textbooks and instructional materials by subject area on a six-year cycle. The panel makes recommendations to the state Board of Education, which approves a list that districts can purchase from with state funds. Districts may purchase materials not on the list, using other sources of funding. In 2012, the panel did not use any formal alignment criteria or tool. In 2013, the department convened the ELA instructional materials review panel to review the ELA materials using the Publishers' Criteria for the Common Core State Standards. In 2014, the department began its review cycle for 2015-16 materials, which must be aligned to the appropriate state academic standards. Informational sessions are also offered to assist district textbook coordinators in selecting aligned materials.

Tennessee

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the Common Core. These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the Common Core on its TNCore website (<http://tncore.org/>). Parts of TNCore are publicly accessible, and the website includes a password-protected area for educators to access materials with copyright or contract restrictions.

What Kinds of Resources and Materials Are Available?

The department provides Common Core-aligned instructional resources and materials on the TNCore website that include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include crosswalks between the previous and new standards; curriculum guidance links to blogs by math and reading experts; and resources explaining the new standards, instructional shifts required, and classroom implications. These guidance materials cover English language arts (ELA) and math in K-12 and literacy in history/social studies, science and technical subjects for grades six through 12. The department also provides guidance on using rigorous instructional tasks, templates for creating close reading tasks and unit maps, and guides for creating text-dependent questions and evaluating question quality. To address the needs of diverse learners and struggling students, the department provides guidance on implementing Response to Instruction and Intervention strategies. Assessment frameworks identify the State Performance Indicators in the state summative assessments. Additionally, the department created extensive communication tools about the standards for teachers, parents and community members through various

initiatives such as its Classroom Chronicle blog and Customized Learning Objects (digital resources designed in partnership with the Partnership for Assessment of Readiness for College and Careers, PARCC, Consortium, Tennessee content area experts and Tennessee Public Television).

- ◆ *Sample Instructional Plans:* The department provides sample instructional plans for selected standards in ELA and math for K-12. The department provides two model units per grade band in ELA, and for math it provides approximately 10 tasks per grade level and two Task Arcs (mini-units comprised of eight instructional tasks building on each other) per grade or course.
- ◆ *Literacy Standards:* To address new literacy standards for history/social studies, science, and technical subjects in grades six through 12, the department provides two model unit plans per grand band for science; model literacy resources for career and technical education; some sample assessment and close reading tasks for science, social studies, and career and technical education; and multiple teacher guidance documents.
- ◆ *Formative Assessment:* The department provides sample aligned classroom assessment items for ELA and math in K-12 and literacy in history/social studies, science and technical subjects for grades six through 12. These include writing prompts, rubrics and anchor papers. Through its Constructed Response Assessment system, the department provides interim assessment tasks in math for grades one through 12, optional benchmark assessments in math for grades three through 12, and some sample student work. Through its Writing Project, the department offers an online portal for teachers and students to prepare for summative writing assessments; writing prompts address the ELA and literacy standards.
- ◆ *Videos:* The department provides a few videos of exemplary instruction in action (for example, of vocabulary and reading instruction), and plans to post more in the near future.

How Are These Resources and Materials Developed?

The department, along with vendors and Core Coaches, created the resources and materials on TNCore. Core Coaches is a cadre of hundreds of teachers from across the state (200 participated in 2012, 700 participated in 2013, and 470 participated in 2014) who receive training on how to provide professional learning and implementation support to schools and districts. TNCore also includes materials and resources from external organizations (such as nonprofit organizations).

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* The department ensures that the resources and materials it develops, and those developed by vendors and the Core Coaches, are peer-reviewed and vetted for alignment to the standards. This is achieved through reviews by external partners and district content experts and by using alignment tools from expert entities such as Student Achievement Partners and the University of Pittsburgh's Institute for Learning.
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* Core Coaches provide professional learning and implementation support to teams at schools and districts across the state. Schools and districts send teams of educators and leaders to receive training and ongoing support from the coaches, and team members then lead implementation efforts at their local sites. Part of this work includes training on the development and selection of aligned instructional resources and materials. (See the accompanying state profile on *Professional Development* for more information on the Core Coaches.) For ELA, the department provides guidance and tools to support educator

Tennessee (continued)

analysis of text complexity; for math, the department provides its Task Analysis Guide. The department also offers webinars and podcasts for educators on aligning content to the standards and a guide for school and district leaders that includes tools for vetting vendor products and services.

- ◆ *Textbooks:* The Tennessee Textbook Commission, after review and input from the public, provides the state Board of Education with recommendations for textbooks and instructional materials for approval; subjects are adopted on a six-year rotation cycle. The department provided the commission with the Publishers' Criteria for the Common Core State Standards (a materials alignment guide developed by the authors of the Common Core in collaboration with partner organizations, experts and educators) as a possible tool for use in its reviews. Districts can adopt the textbooks and instructional materials from the board-approved list, but they can also select from outside this list. The department holds information sessions to assist districts in selecting materials aligned to the standards.

West Virginia

This profile provides information about instructional resources and materials the state Department of Education makes available to support educators in implementation of the West Virginia's Next Generation Content Standards and Objectives (NxG CSOs). These tools are provided as supplementary supports and are not a mandated curriculum. Educators can use them on a voluntary basis.

Where Are State-Provided Resources and Materials Housed?

The department houses instructional resources and materials aligned to the NxG CSOs in three online locations: the Teach21 website (<http://wvde.state.wv.us/teach21/>); the in|site website (<http://wvde.state.wv.us/in|site/>); and the Office of Early Learning Web page (<http://wvde.state.wv.us/oel/>). The department also developed a Read WV website (<http://wvde.state.wv.us/readwv/>) with resources for teachers, parents and students.

What Kinds of Resources and Materials Are Available?

The department provides NxG CSO-aligned instructional resources and materials on these websites that include those listed below.

- ◆ *Guidance Materials for Educators:* These materials assist educators in understanding the new standards and planning instruction. Materials include explanations of the standards and performance descriptors with rubrics, guidance on implementing developmentally appropriate standards-based curriculum in pre-K-5, and crosswalks between the NxG CSOs and the state's previous standards. The department also provides recommendations for technology use to support instruction, the West Virginia Support for Personalized Learning framework (a statewide initiative that fosters

flexible use of resources to promote high-quality instruction for all students) and basic information on summative assessments.

- ◆ *Sample Instructional Plans:* The department provides sample lesson and unit plans and curriculum guides covering the majority of the standards in English language arts (ELA) and math for many grade levels (with more grade levels in development). To address differentiation of instruction for diverse learners, the plans encourage teachers to use the principles of Universal Design for Learning (the strategies for doing this are left for teachers to incorporate). The department provides complete course designs for English 9 and 12 and Math I, along with an instructional strategy bank. Additionally, the department currently is collaborating with West Virginia University to develop online, interactive instructional resources for secondary math courses, with future development of resources planned for the middle grades.
- ◆ *Literacy Standards:* To address the new literacy standards for history/social studies, science and technical subjects in grades six through 12, electronic resource packages for social studies provide tools aligned to some of the NxG CSO social studies standards (which have been updated to incorporate the literacy standards for this subject). These packages contain sample lesson plans and other teaching resources. In addition, the state adopted a new set of instructional materials for use in all social studies classrooms, beginning in 2013, which address the literacy standards. The department provides sample expository writing and inquiry-based lesson plans for science in grade six, with resources for grades seven through 12 under development. Additionally, the department developed lesson plans, rubrics, project-based learning modules and other student activities geared toward the literacy standards in career and technical education. Finally, the instructional strategy bank incorporates strategies for teaching the literacy standards for history/social studies, science and technical subjects.
- ◆ *Formative Assessment:* West Virginia is in the process of acquiring a formative assessment system for districts to use voluntarily (to replace its Acuity system). Additionally, through the Smarter Balanced Assessment Consortium State Leadership Teams and Digital Library Initiative, West Virginia is participating in the development of formative assessment tools which will be accessible via a digital library by Smarter Balanced states (with an initial preview period in 2014). Teach21 houses guidance and examples of formative and classroom assessments.
- ◆ *Videos of Exemplary Instruction:* Through its Model Classroom Project and Elementary Mathematics Initiative, the department provides a number of videos of classroom instruction with accompanying lesson plans, critical viewing guides, and commentary for ELA, math, science, social studies and interdisciplinary lessons.

How Are These Resources and Materials Developed?

The department develops the resources and materials on the aforementioned sites, some in collaboration with educators across the state and some in partnership with external entities and vendors (for example, Smarter Balanced, Thinkfinity, Khan Academy and Scholastic). The department collaborates with West Virginia educators on resource development during its professional development sessions.

West Virginia (continued)

How Is Alignment to the Standards Ensured?

- ◆ *Materials the Department Makes Available Online:* Soon after the new standards were adopted, the department conducted an analysis of the extent to which then-available commercial materials and the state's own Teach21 resources were aligned. The gaps identified by this analysis guided its plans for which new tools should be created. Two key curriculum alignment tools the department uses to develop and select high-quality aligned items for posting are the Publishers' Criteria for the Common Core State Standards (developed by the authors of the Common Core in collaboration with partner organizations, experts and educators), and the EQUiP/Tri-State Rubrics (developed by Massachusetts, New York, Rhode Island and Achieve).
- ◆ *Empowering Educators to Develop and Select Their Own Aligned Materials:* To empower teachers to create and select their own NxG CSO-aligned materials, the department facilitated product-based professional development sessions from 2010 through 2013. Teachers with strong curriculum development experience were recruited from across the state to receive training on the EQUiP/Tri-State Rubrics and to develop new NxG CSO-aligned lesson plans. Additionally, the department provides a number of online, on-demand resources for teachers. It provides guidance on quality lesson design, including templates and expectations for what should be included, and it developed a project-based learning design process. On its e-Learning site (<http://wvde.state.wv.us/elearning/>) the department also provides a number of online courses on resource identification and submission. Participating teachers submit four to six online resources via an online process for review and approval by the department, and then field test identified resources with their students and provide feedback on implementation. (See the accompanying state profile on *Professional Development* for more information on these courses.) The department also provides a large number of rubrics for teachers to assess student work, including rubrics for various types of writing, and some sample student work. West Virginia participated in the Basal Alignment Project, facilitated by the Council of the Great City Schools and Student Achievement Partners. The project helped teachers create aligned discussion questions and writing prompts for use with textbooks that are not aligned to the new standards. A team of five West Virginia teachers wrote units for the project, which are now available for teachers across the state.
- ◆ *Textbooks:* West Virginia requires that publishers and vendors align their textbooks and curriculum products to the NxG CSOs. A state Instructional Materials Review Committee reviews the materials. The committee places materials that it deems aligned on a state-approved instructional materials list. Districts may then adopt materials from the approved list. In future adoption cycles, the department plans to use the EQUiP/Tri-State Rubrics and the Publishers' Criteria for the Common Core State Standards as tools to help assess the alignment of materials.