

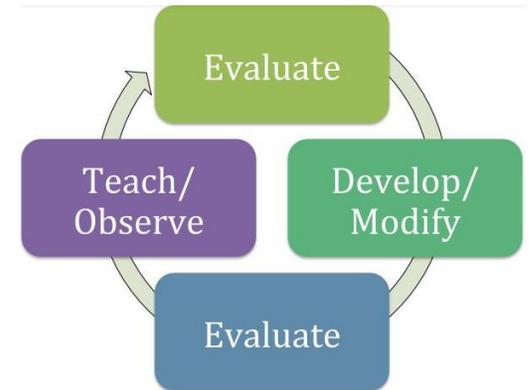


# Program CCRS Implementation Plan

## Overview

Led by an administrator, at the close of this cohort year each program will have a plan to expand these key components of standards implementation beyond the cohort participants.

1. Lay the **groundwork** for standards implementation:
  - a. Identify the benefits of standards-based education
  - b. Clearly communicate standards implementation processes and plans
  - c. Develop staff's foundational understanding of the standards
2. Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)
3. Improve **instructional quality**:
  - a. Identify appropriate **standards** for a particular class level or student learning plan
  - b. **Evaluate lessons/units** to determine alignment and **make needed improvements** (*Resource Alignment Evaluation and Rating Tool & High-Value Action Tool*)
  - c. **Create** standards-aligned **lessons/units** (*Lesson/Unit Planning Template*)
  - d. **Evaluate larger resources** (such as curricula or textbooks) to determine alignment and needed modifications (*Resource Alignment Evaluation and Rating Tool & High-Value Action Tool*)
  - e. **Evaluate student tasks** to determine alignment and needed modifications (*Student Task Study Protocol*)
  - f. **Observe & provide feedback** to instructors regarding standards-aligned instruction (*Observation Tool*)
4. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)



## Instructions and Timeline

This planning tool is meant to be a living, working document to support CCRS implementation in your program, both in the short and long term. While initial efforts will take place this school year, standards implementation is a multi-year process. This document can guide your work into the 2017-2018 school year. We anticipate that you will draft and revisit the different components of your CCRS Implementation plan at multiple points during the cohort training year and beyond.

CCRS cohort leaders will be reviewing and providing feedback on your plan several times this year, according to the following schedule:

**Draft for Components 1 & 2** = post in your program Schoology folder by December 2, 2016 (to be discussed on December 13 Administrator Webinar)

**Plan for Components 1 & 2, and initial notes on Components 3 & 4** = post in your program Schoology folder by February 10, 2017 (to be discussed at Institute II)

**Draft of plan for Components 3 & 4** = post in your program Schoology folder by March 28, 2017 (to be discussed on March 28 Final Administrator Webinar)

**Completed plan for your program** = post in your program Schoology folder AND email to Kristine Kelly ([kkelly01@hamline.edu](mailto:kkelly01@hamline.edu)) by May 12, 2017

In order to give adequate and timely attention and guidance to all programs, we ask that you please adhere to the above deadlines.

**We are so pleased to be joining you in this important work for your students, teachers, program, and for the field of ABE!**

## Program Plan

### Component 1: Groundwork

1. Lay the **groundwork** for standards implementation:

- a. Identify the benefits of standards-based education
- b. Clearly communicate standards implementation processes and plans
- c. Develop staff's foundational understanding of the standards

#### **Questions for Consideration:**

- *What is our key message around CCRS implementation?*
- *What strategies will we use to gain the support of key individuals or stakeholders?*
- *What challenges have we faced with implementing previous initiatives and how have we successfully overcome them?*
- *What barriers do we anticipate and how might you handle them?*
- *How will we support staff who are hesitant to change?*
- *What professional development and other activities can support teachers' understanding and implementation of the key instructional shifts in math and ELA? (rigor, focus, coherence; text complexity, evidence, knowledge)*

#### **Notes/Questions:**

All staff (at that time) participated in a CCRS 101 session conducted on site two years ago. We also offered three CCR standards focused staff development events on the consortium level last year. However, without implementing everything right away, we have found that most staff at the southern cluster sites need to start at square one again. Staff know some of the benefits, but need a review of the shifts before moving forward. So – we will begin again with the key shifts.

***Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.***

#### **Measurable Objective:**

***By the end of March, 100% of all Instructional staff will be able to name the three key shifts in ELA and in Math.***

***By the end of May, 100% of staff at CHF and BC sites, will be able to identify at least one benefit of standards-based education through a staff meeting check.***

***By the end of May, 90% of instructional staff will be able to identify a total of three examples of how they are applying at least three of the six key shifts in their classrooms/levels (during PLC discussions.) (some ESL levels will just be learning about the math shifts to incorporate)***

***By the end of May, 100% of instructional staff will write down (during a staff mtg) plans for three changes/additions/adaptations to their instruction to make to address the key shifts that they are not yet addressing.***

<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
Admin will remind staff of the CCRS co-hort work and engage staff in a discussion to review the value of standards based instruction	December 2016 and January 2017 staff meetings	Kathleen	CCRS video on ATLAS During staff meetings
Review the key shifts in ELA and Math; identify ways that instructors are currently employing these shifts in their instruction – to share ideas with others; identify if staff are not and how they can begin; identify if staff are and how they can continue to do so and build on it	January – February 2017	Laura, Linda, Michelle, and Joe Each cohort member is in a different PLC group. They will be responsible for reviewing the shifts with their PLC groups during January and February meetings (PLC groups only meet once per month)	-In early January, our cohort members will meet to discuss how this information will be shared, to provide some consistency of message to all PLC groups. -Use of shift descriptions from CCRS booklet -Use of videos on ATLAS (and other common core videos), as needed
Continue to work on implementing the key shifts in instruction	March– June 2017	The cohort members will continue to lead their peers through discussions in their PLC groups. Each teacher will identify how they are applying the key shifts in ELA and begin to identify how they are or could be applying the key shifts in math into instruction (all levels).	During two of the four remaining PLC mtgs for the year: -PLC groups will watch a sample ELA or Math video and discuss what shifts they identify -PLC groups will look at a recently taught lesson (fr a PLC member) and identify where they see evidence of the 3 shifts. They will discuss how more could be added to address the shifts.

	April – June 2017	Admin will lead some short standards trainings during monthly staff mtgs	-Staff will review the slides from the co-hort training that reviewed learning objectives and writing student 'I can' statements. -Teams will review some ideas for formative or end of lesson assessment ideas
Admin will review plans that are being mapped out on the cohort implementation plan with all staff to gather feedback and plan for next steps	March - May, 2017 Staff meetings	Kathleen, Laura, Linda, Michelle, and Joe	-Share copies of final draft of implementation plan/timeline of steps -Discuss next steps for all staff
<p><b><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></b></p> <ul style="list-style-type: none"> <li>-Staff will be sharing ideas/suggestions on how to implement the shifts in their classrooms/levels and answering the question, What does it look like at the different levels of instruction?</li> <li>-Staff will actively be implementing the shifts in their instruction.</li> <li>-Staff will be able to identify next steps in building their knowledge and on site implementation</li> <li>--Staff will be able to identify ways that they are implementing key shifts in their instruction.</li> <li>-Staff will be able to identify ways that they can incorporate more of the shifts that have been missing from their instruction.</li> </ul> <p>Implementation of the shifts will be noted during formal observations in the new year (FY18).</p>			

## Component 2: Supports

2. Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)

### **Questions for Consideration:**

- *What funding is available or could be reallocated to support standards training and implementation?*
- *How will our cohort participants be leaders in future standards training and/or implementation activities in our program?*
- *What incentives can be provided to staff for participation?*
- *What expertise do we currently have on staff or within the district or area?*
- *What local PD structures are currently in place that could be repurposed (e.g. staff meetings, PLCs, etc.)?*

### **Notes/Questions:**

Again, last year we dedicated our three in-house consortium-wide PD events to CCRS as an introduction and to get everyone on board with the idea of standards implementation. We have had some staff turn over, and southern cluster site staff have not been implementing the standards yet. So, we will follow up the review and implementation of the shifts with full staff training on the Foundations course. Into the new year, we will have PLCs continue a focus on standards implementation, and I will add in some CCRS staff mtgs throughout the year to allow paid work time to process and practice. (future new staff will also participate in either an in-person offering or the online course for Foundations)

***Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.***

### **Measurable Objective:**

- 100% of instructional staff will complete the online course, Foundations of CCR by the end of September 2017 (either online or in person for either ELA or Math)***
- PLC groups will spend at least half of their meeting time during the year focused on standards instruction (allotted 18 hrs for***

*the year – so, 9 hrs will be spent focused on student learning with standards instruction)  
 -CHF and BC site teachers will meet five times for 3 hrs each throughout the year. These CCRS team meetings will allow staff paid work time to learn the CCRS tools and processes that were shared during the cohort training.*

<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
All classroom staff will complete the online CCRS Foundations course	July – September 2017 (new fiscal year – so can be budgeted for)	Kathleen	Either at -Summer Inst preconference <b>or</b> -MLC online Foundations course <b>or</b> - Consortium offered full day ELA or Math Foundations in September in Blaine  -Site budget to cover paid staff time to complete this - <i>if needed</i> -Schedule two half PD days for staff to work on online course on site and discuss together
All teachers will review the ACES/TIF information from the previous study circles.	August 2017	<b>Staff meeting</b> Kathleen will set up a review workshop. Melody Chalmers will facilitate this as she was the ACES study circle facilitator.	During a monthly staff meeting, Melody will present a review of the TIF categories and lead staff in TIFing sample lessons for practice.
PLC meetings will be used for ongoing support for implementation of the CCR standards	September 2017 – April 2018	<b>PLC groups</b> (cohort members can help lead this) will continue to implement ongoing trainings including review of the implementation tools available to them and how to use them.	-PLC group members can work through the use of the tools with one of their own lessons with input from the group (alignment evaluation tool, high value action revision tool, lesson planning template)
CCRS teacher team meetings will be held on 5 Fridays for 3 hrs each to allow staff to work	September 2017 – June 2018	<b>CCRS team meetings</b> Admin/Kathleen and staff	The site budget will cover the staffing costs for these meetings. This is in addition to the paid

through the steps outlined throughout this plan. (Sept/ Nov/ Jan/Feb/April)			time that staff have for PLC meetings (18 hrs total in a year) and the paid time for regular staff meetings (minimum of 12 hrs/year) and paid time for other PD – local/regional/state/initiatives/ etc.
Teachers will have follow up discussions on how things are going - review the use of the lesson/unit planning template	March 2018	<b>PLC mtgs</b> Laura, Linda, Michelle, Joe can lead these during PLC discussions in the winter	-PLC meeting time
<p><b><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></b></p> <ul style="list-style-type: none"> <li>-Teachers will be able to use the CCRS book to find standards for ELA and Math and to align lessons to these standards</li> <li>-Teachers will be able to use the implementation tools (alignment eval tool, high value revision action tool, lesson planning template) for their class level for unit planning</li> <li>-Teachers will have time to focus and dig in on evaluating texts, units, and alignment in lessons.</li> <li>-Teachers will be able to identify areas of concern or confusion as we move through the process of implementation – for review, clarification, etc.</li> </ul>			

### Component 3: Instructional Quality

3. a. Identify appropriate **standards** for a particular class level or student learning plan

#### **Questions for Consideration:**

- *How will work as a team to determine which standards will be addressed in different aspects of our programming?*
- *How will work as a team to ensure no standards are left out of our programming?*
- *How will we determine priority standards for individual students?*
- *How is this being documented and shared in our program and with students?*
- *How will we revisit and refine these decisions as needed moving forward?*

#### **Notes/Questions:**

ESL staff will work as a team to analyze the core text series for ESL levels (Ventures) for standards alignment (across ESL levels) and identify the standards being addressed at each level

Brooklyn Center sites will switch to using Ventures text series so that all Southern Cluster sites are using the same core ESL text.

EAP and ABE staff PLCs will evaluate/analyze the core texts being used at those levels for standards alignment and to identify the standards being addressed in each of these classes (this could include Steck Vaughn materials and/or other core materials used across these levels)

Staff will share/compile and/or create supplemental materials to fill in the gaps for needed standards that are not addressed by core texts during CCRS Friday work days

EAP and ABE class staff will work together to determine which standards are being addressed at each level

Documentation – what will this look like? Class descriptions with key standards being addressed? Other? – we will use Google Docs/Drive to collect and share standards aligned unit plans.

**Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.**

<p><b>Measurable Objective:</b>  <i>-By December 2017, site teachers will have evaluated the core text used in each class level for alignment with CCR standards</i>  <i>-By June 2018, teachers will have identified the key standards being addressed in each ESL leveled class and in the EAP and ABE classrooms and document those in Google documents on shared drive.</i>  <i>-By June 2019 teachers will have created and /or documented supplemental instruction/activities to address those standards that are not being addressed in the core text lesson/unit plan</i>  <i>- By June 2019, these supplemental material/activities will also be documented and shared in Google documents on shared drive with the core text unit outlines.</i></p>			
<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
Teachers will evaluate core texts used in each level class for standards alignment during CCRS team meetings	October – December 2017	CCRS team meetings	Resource Evaluation tool Paid staff time
Develop or document supplemental resources/activities that are used with the core text units to address standards	January 2018- June 2018	CCRS team meetings PLC meetings	Resource Evaluation tool
Create Google drive collection of core text aligned unit <i>outlines</i> (with supplemental resources/activity outlines to address standards not addressed by core text)	Ongoing - Summer 2019	PLC group work CCRS team work Staff mtg work	Google drive folders
<p><b>Expected Outcome (What will it look like when we have succeeded with this objective?):</b>  <i>-Sites will have core text unit plans that are aligned w/standards and that identify supplemental resources/activities needed to address gaps</i></p>			

**3. b. Evaluate lessons/units** to determine alignment and **make needed improvements** (*Resource Alignment Evaluation and Rating Tool & High-Value Action Tool*)

**Questions for Consideration:**

- *Will staff work individually or collaboratively on the lesson/unit evaluation process? Will all staff be responsible for evaluating lessons and units or just a key team?*
- *How will revised lessons/units be shared within our program?*
- *How will staff be supported or compensated for this evaluation and revision process?*

**Notes/Questions:**

For the first year, staff will be learning to use the tools to evaluate lessons – just as the cohort members did this year. All teachers will have practice in working through the evaluation process.  
 Revised lessons/units will be shared via Google Drive folders. Teachers will be able to contribute other lesson/unit materials that have been aligned in addition to the lesson/unit that is worked on this year.  
 Staff will work via paid time in PLC groups, CCRS team meetings, and site staff meetings with these tools from September 2017 – June 2018. In the following year, teachers will continue to work on lesson revisions and supplemental activity development/alignment through regular prep time and in PLC meetings.

**Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.**

<b>Measurable Objective:</b>			
<b><i>This section (3b) is combined with section (3c) below...</i></b>			
<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>

<b>Expected Outcome (What will it look like when we have succeeded with this objective?):</b>			

**3.c. Create standards-aligned lessons/units (Lesson/Unit Planning Template)**

**Questions for Consideration:**

- *What lesson/unit planning templates will be used in our program? [if using something in addition to the CCRS cohort provided templates]*
- *How will staff be trained to use the lesson/unit planning templates?*
- *Who will create aligned lessons and units? Will all teachers work to create and vet their own, or will a team work to create and/or vet lessons?*
- *How will staff work together to assure that created lessons are high-quality and standards-aligned?*
- *How will lessons/units be shared within our program?*

**Notes/Questions:**

-Staff will work through the same steps that the current year cohort members did – using the Evaluation tool and High Value Action tool on at least one sample lesson from a PLC peer.

-Then, staff will use the unit planning template to help when identifying standards and supplemental resources/activities for core texts chapters/units.

-In Winter/Spring 2018 staff will begin using the lesson/unit planning templates – during practice review in staff meetings, by bringing a completed lesson template to a PLC meeting for peer review, etc.

-Staff will conduct peer observations using the peer observation tool (or a portion of the tool) (during required peer observations for high cycle and/or Qcomp observations).

-Lessons will be shared on a site level via our Google Drive curriculum folders.

-These will just be the initial practice lessons (just as the cohort members did this year). As we move along in the process staff will get to offer feedback on how we continue to develop aligned lessons/units and share them.

The end results (over a couple of years) should be Unit outlines for each Ventures chapter in each level, that show standards alignment and have supplementary lesson details to address standards not addressed elsewhere.

Are other sites working with Ventures? Could we share info on evaluation/development of supplementary lessons? Kathleen will reach out to other sites/consortia to learn who is using the Ventures series.

**Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.**

**Measurable Objective:**  
**-By the end of February, 100% of active teachers who have completed ELA or Math Foundations will use the lesson plan template for a sample lesson and will use the Evaluation and High Value Action tool.**  
**-By the end of March, 100% of active teachers who have completed the ELA or Math Foundations will observe a peer’s standards aligned lesson and offer feedback via the Observation tool.**  
**-By June 2019, each site will have 100% of core text unit outlines documented, identifying standards and standards aligned supplemental resources and activities for using the core texts in each level**

<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
Teachers will learn how to use the lesson plan template and the lesson Evaluation and High Value Action tools.  They will also learn how to use the Peer Observation tools.	December 2017 – February 2018	<b>PLC groups</b> CCRS cohort leaders will review these tools with colleagues during PLCs	-CCRS lesson (unit) plan template and the week at a glance template  -Lesson Evaluation and High Value Action tools.  -Peer Observation tool

Teachers will complete a template for one lesson or unit outline (from core text) and work in small teams to evaluate each other's lessons using the Evaluation tool and High Value Action tools.	January – February 2018	<b>CCRS team meetings</b> Kathleen and CCRS cohort leaders	-CCRS lesson plan template -Lesson Evaluation and High Value Action tool
Teachers will revise their lesson/unit plan based on feedback from the tools. Teachers will teach their lesson and a peer will observe and offer feedback.	January – March 2018	<b>Pre and post observation meetings</b> for peer observations are part of the high cycle/Qcomp process.	-Peer observation tool  [this could be used for the peer observation for district high cycle and Qcomp observations]
Follow up discussions, review of the use of the lesson unit planning template	March 2018	<b>Staff meeting</b> Admin (Kathleen) can lead a check in discussion during the monthly staff mtg to identify further supports needed, etc. to make use of these tools	
Teachers will continue to plan their ongoing lessons with the Evaluation tools mindset.	April – June 2018	<b>Regular prep time</b>	Lesson plan samples from work in previous months; templates and evaluation tools
Teachers will document unit plans for each chapter in each level of Ventures (for ESL classes) and Steck Vaugh pre Ged and/or GED books in Science and Social Studies (for preGED/GED prep classes), identifying standards addressed and supplemental	July 2018 – June 2019	<b>PLC meetings and staff meetings</b> (and CCRS meetings if we are able to budget those in again)	PLC mtg paid time and staff mtg paid time Google drive folder

materials needed to fill gaps			
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**Expected Outcome (What will it look like when we have succeeded with this objective?):**

- Teachers will have a clearer understanding of how the core text for each level addresses standards.
- Teachers will be able to create and revise lesson plans that align with the standards.

**3.d. Evaluate larger resources** (such as curricula or textbooks) to determine alignment and needed modifications (*Resource Alignment Evaluation and Rating Tool & High-Value Action Tool*)

**Questions for Consideration:**

- *What will be the process for evaluating and supplementing existing resources? Who will be involved?*
- *How will decisions be made about discontinuing the use of resources/curricula/textbooks that lack sufficient alignment?*
- *What will be the process for evaluating resources to be purchased? Who will be involved?*
- *How will these larger aligned resources be shared within our program?*

**Notes/Questions:**

- This step will come first for our site in the fall 2017. Since some staff members have gone through the cohort training they will help lead other staff in using the Resource Evaluation tool.
- This will be site wide review for core texts (leveled ESL classes use the Ventures series, for example. EAP and ABE use a few TABE aligned books that will be reviewed) during the early CCRS team meetings (which are scheduled for 5 Friday afternoon meetings throughout the year). These meetings were built into teachers' schedules for FY18 (and could be again in FY19).
- We will purchase sets of Ventures books for the Brooklyn Center ESL classes so that all Southern Cluster sites are using the same core text and are then better able to support one another
- Staff currently compile or create their own supplementary materials and lessons (to add to the core text). We will slowly build up an online storage of these lesson outlines on Google Drive folders.

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**Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.**

<p><b>Measurable Objective:</b>  <b>-By December 2017, teachers will have evaluated the core text and identified what shifts are being addressed and what is lacking and in need of revision (supplemental resources/activities).</b>  <b>-By December 2017, teachers will have guidelines in place for how to evaluate a resource before purchasing.</b></p>			
<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
– identify core text for each level and top three supplemental texts used for each level (in addition to core text)	Sept 2017	PLC groups	
Evaluate core texts and begin evaluating key supplemental texts	September 2017 - November 2017	CCRS team meeting time Teachers Cohort members can help lead teams	Resource evaluation tools
Discuss process for evaluating any new materials to be ordered. Document which standards are addressed by core text and which standards are not addressed, for	October – November 2017	Staff meetings	Resource evaluation tools

each level.			
<p><b>Expected Outcome (What will it look like when we have succeeded with this objective?):</b></p> <ul style="list-style-type: none"> <li>-Teachers will be more aware of how our current texts are aligned with the standards or not.</li> <li>-Teachers will be able to determine which resources are more helpful in focusing in on the standards.</li> </ul>			

**3.e. Evaluate student tasks** to determine alignment and needed modifications (*Student Task Study Protocol*)

**Questions for Consideration:**

- *Who will participate in the evaluation of student tasks? Will all teachers join in this work or just a targeted team?*
- *How and when will staff work together to evaluate and improve student tasks?*
- *How will aligned student tasks be shared within our program?*

<p><b>Notes/Questions:</b></p> <ul style="list-style-type: none"> <li>-Teachers will participate in the evaluation of student tasks – during a practice exercise just as was done in the cohort training</li> <li>-Teachers will do this during PLC meetings and possibly CCRS team mtgs in the next fiscal year (FY19)</li> <li>-Tasks will be shared in the Google Drive folders within core text aligned unit outlines</li> </ul>
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**Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.**

<p><b>Measurable Objective:</b></p> <p><b>-By June 2019, all teachers who have been trained in ELA or Math Foundations will have participated in a student task study.</b></p>
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<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
A teacher will volunteer to bring student work samples to a PLC meeting for a task study.	December 2018 – June 2019	PLC groups (cohort trained members will help lead activity)	Student Task study materials from cohort training
<b>Expected Outcome (What will it look like when we have succeeded with this objective?):</b>			
-Teachers will be able to adjust their student tasks to better align with the standards and the outcomes desired			

**3. f. Observe & provide feedback** to instructors regarding standards-aligned instruction (*Observation Tool*)

**Questions for Consideration:**

- *What are our current policies and procedures around observation? How might those be modified or supplemented to support standards-based observations and feedback?*
- *How will additional staff in our program be trained to use the CCRS observation form?*
- *How might peer observations be used to support professional development around standards?*
- *What supports (training, release time, subs, etc.) will need to be put in place for observations?*

**Notes/Questions:**

-Teachers are observed every year. If probationary staff they receive three formal observations from a supervisor. If on high cycle they receive two formal observations with a supervisor and one with a peer observer. If on low cycle they receive two observations from a district peer evaluator and one from a peer observer. Peer observations are built into Qcomp and high cycle observations.

-Staff will learn about the CCRS peer observation form during PLC and staff meetings in winter 2018. We will plan to use this as the mid year peer observation that is part of high cycle/Qcomp process

Things to add in PAS formal observations:

-Add standards based 'look fors' into current PAS document for high cycle observations [this process was started this year – consortium supervisors drafted additions and are working with the Qcomp peer reviewer to make these edits].

-During Qcomp peer observations, staff can ask the observer to look for something related to the implementation of standards (use of lesson template, identify which shifts are being addressed and how, etc.) via the CCRS peer observation tool

***Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.***

**Measurable Objective:**

***-By November 2017, the supervisors' PAS/Qcomp "look fors" document will be edited to include examples of the key shifts and evidence of standards' alignment***

***-By March 2018, teachers will all have either participated as a peer observer or had a peer observer observe one of their lessons***

*(as part of the PAS/Qcomp process)*  
*-By March 2018, the observers will use the CCRS peer observation tool (or a portion of the tool) to conduct this peer observation (in addition to the PAS/Qcomp scripting)*

<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
PAS/Qcomp “look fors” document will be edited	July 2017 – November 2017	Kathleen, peer supervisors (and AH peer observer)	Existing templates
Staff will observe peers	December 2017 – March 2018	Teachers	PAS/Qcomp forms and CCRS peer observation tool

**Expected Outcome (What will it look like when we have succeeded with this objective?):**  
 -This will provide more feedback for teachers on how they are doing at implementing the key shifts in instruction and aligning with the standards.

### **Component 4: Program Structures**

4. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)

**Questions for Consideration:**

- *How will our program staff work together to determine gaps in offerings around the standards?*
- *How will decisions be made to grow or alter current course offerings to ensure standards implementation?*
- *How might our student assessment and/or placement procedures need to change?*
- *How might staffing decisions be impacted by standards-implementation work?*
- *How can volunteers get the information they need to support standards-based instruction, and how can they best be used in our program?*

**Notes/Questions:**

- Planning to add another level of advanced ESL in new year. This will allow for being more focused on certain standards across the levels (rather than trying to cover everything in one or two class levels for the advanced students).
- There will be ongoing review of where gaps in standards exist, especially as class levels change and/or different resources are adopted. This can be done via staff meetings and PLC meetings – and possibly CCRS team meetings if we are able to continue those.
- Aligning the class schedule for level 4/EAP to that of ABE next year – so that there is a 2 hour timeframe for social studies/science units that embed ELA and Math standards (still need to be developed – or adapting/enhancing MLC online materials...)
- We will work with our consortium volunteer coordinator for possible in-service workshops for volunteers to introduce them to the standards’ key shifts

**Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.**

**Measurable Objective:**

- By July 2017, the level 4/EAP class will run 9am – 1pm just as the ABE level class does. This will allow for shifting stdts for different math and reading levels, as needed.**
- By February 2018, add an additional advanced level ESL class to separate out levels and better focus on standards at a given level**
- By June 2018, we will offer in-service workshops for our site volunteers on standards’ key shifts in instruction**

<b>Action Item</b>	<b>Time Frame</b>	<b>Person Responsible</b>	<b>Resources Needed</b>
Adjust class time for level 4/EAP class	July 2017	Kathleen	Done – included in teacher position and site schedules
Add additional advanced ESL class	By February 2018	Kathleen	Funding -either IEL Civics grant for full year, or - site based funding to start class half way through year

Discuss in-service options with consortium volunteer coordinator	By March 2018	Laura and Sue (site volunteer coordinators)	Site space, time, ATLAS resources
Offer volunteer in-service workshop	By June 2018	MLC contracted staff? Or in-house cohort trained members	Handouts of key shifts Examples of how volunteers can support these efforts
<p><b><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></b></p> <ul style="list-style-type: none"> <li>-Teachers will be better able to serve a group of leveled students and will be able to shift students for math and reading instruction</li> <li>-Site will be better able to serve more learners and to focus instruction at the advanced ESL level to align with the standards</li> <li>-Volunteers will be more aware of shifts in instruction and will better support instruction</li> </ul>			