



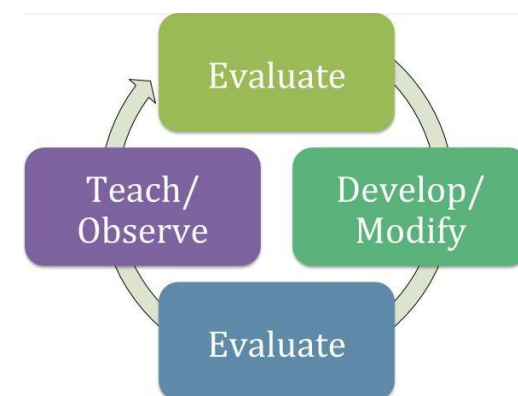
Program CCRS Implementation Plan

Overview

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

components of

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) 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)*

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

Measurable Objective:			
Staff will be able to identify the benefits of standards based education, and use the CCRS Manual to locate the ELA and Math Standards, the Key Instructional Shifts for each, and the 8 Standards of Mathematical Practice.			
Action Item	Time Frame	Person Responsible	Resources Needed
1. CCRS Foundations Training All staff will participate in CCRS Foundations training	January, 2017 (for current staff) and ongoing (for new staff)	Kirsten Fuglseth – ABE Coordinator will oversee that this task is completed.	Training @ Summer Institute pre-conferences; Online MLC course; Trainings at Spring and Fall regionals
2. CCRS Manual All staff will have a CCRS Manual in each of their classrooms.	October, 2016 (for current staff) and ongoing (for new staff)	Kirsten Fuglseth – <u>ABE Coordinator</u>	Copies of the CCRS Manual
3. CCRS Content Progressions All staff will be given a copy of the CCRS Content Progressions.	October, 2016 (for current staff) and ongoing (for new staff)	Kirsten Fuglseth – <u>ABE Coordinator</u>	Copies of the CCRS Content Progressions

<p>4. Ongoing Local In-Service Training At every staff meeting, we will address a component of CCRS, under the guidance of the Cohort Implementation team. Between meetings, staff will participate in local PLC teams that will meet bi-monthly, virtually, to discuss ongoing implementation & outcomes.</p>	<p>October, 2016 and ongoing</p>	<p>Kirsten Fuglseth – Administrative details CCRS Math Team - Lynn Bastian, Sara Chlebek and Kirsten Fuglseth CCRS Reading Team – Laura Bjerk and Lori Kasprick</p>	<p>Copies of various tools and resources including:</p> <ul style="list-style-type: none"> • CCRS Observation Tool • CCRS High Value Action Tool • CCRS Alignment Evaluation and Rating Tool • CCRS Student Task Study • CCRS Lesson Plan templates
<p>5. Ongoing Regional & State Training Staff will continue to participate in regional and statewide trainings to further develop their understanding of CCRS</p>	<p>Ongoing</p>	<p>All Staff</p>	
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i> All ABE staff (instructional and administrative) will have the knowledge, skills and resources in place to successfully plan, implement, evaluate and document standards based instruction.</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.)?

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

Measurable Objective:			
ABE staff will begin to develop plans to implement standards into their lesson planning routine.			
Action Item	Time Frame	Person Responsible	Resources Needed
<p>1. ABE Specialist Position The consortium will establish a new ABE Specialist position to assist the ABE Coordinator & staff as follows:</p> <ul style="list-style-type: none"> • Implementation of standards based education, locally. • Oversight of a local alignment team (consisting of cohort participants, ABE Specialist and ABE Coordinator) • Participation on a regional alignment team (role of this team to be developed) • Formal observation and feedback to staff of standards aligned lessons • Advising of Standard Adult Diploma students 	Position will be established in July, 2017 and ongoing	ABE Alignment Specialist (TBA) under the direction of ABE Coordinator (Kirsten Fuglseth)	<ul style="list-style-type: none"> • Position funding • Job description • CCRS Foundations Training • CCRS Cohort II Training • Further ADP training • Paid travel between Bemidji (local office) and classroom locations (anticipated 2x's/month to East Grand Forks and Thief River Falls, each) in addition to other local and regional meetings

<p>2. Ongoing Implementation Plan development & maintenance The consortium will develop and maintain a plan for implementing standards based education.</p>	<p>Initial plan to be completed by May 2017 (as a part of the CCRS Cohort I) Ongoing plan modification and revision to be completed (through subsequent CCRS Cohort trainings)</p>	<p>Initial Plan: <u>Kirsten Fuglseth</u> – ABE Coordinator along with CCRS Cohort Math and Reading Instructor participants Ongoing Plan: ABE Alignment Specialist along with CCRS Cohort Math and Reading Instructor Participants</p>	<ul style="list-style-type: none"> • Implementation Plan template • Updated Consortium Implementation Plans
<p>3. Continued Participation in CCRS Cohort Training The consortium will apply annually to send representative staff to the CCRS Cohort Implementation training for further in-depth professional development.</p>	<p>Initial Training (CCRS Cohort I) participants to complete the training by May 2017 Ongoing Training (CCRS Cohort II) applicants to complete training by May 2018 acceptance</p>	<p>Initial Training: Laura Bjerk, Lynn Bastian, Sara Chlebik, Lori Kasprick-TCCC, and Kirsten Fuglseth (admin) Ongoing Training: Kerin Hanson, Ann Dziengel, and ABE Specialist (TBA) – TBD upon acceptance into cohort</p>	<ul style="list-style-type: none"> • Paid PD related costs, including travel time, hotels and meals, prep time, and additional meeting time between cohort meetings and trainings to complete the expectations of the cohort
<p>4. Local In-service Trainings Ongoing time set aside at staff meetings & other locally organized gatherings of staff (including PLC's) PLC's will meet regularly to align ACES, NSDL and CCRS content standards into all levels of locally delivered instruction, utilizing a revised lesson planning template.</p>	<p>Ongoing as noted on annual staff Professional Development plans</p>	<p>ABE Coordinator ABE Specialist ABE Instructors (all)</p>	<ul style="list-style-type: none"> • Paid staff meeting time • Established PLC expectations and outcomes • Mentorships (for new staff) established through PLC's • CCRS Lesson Planning Template • Revised (ACES, NSDL, CCRS) Lesson Plan
<p>5. Regional & State Trainings Ongoing training at local, regional and statewide conferences and workshops to better understand how to do this work</p>	<p>Ongoing as noted on annual staff Professional Development plans</p>	<p>ABE Coordinator ABE Specialist ABE Instructors (all)</p>	<ul style="list-style-type: none"> • Paid training for PD activities
<p>6. Local Alignment Team (LAT) A Local Alignment Team will be established to align locally developed resources (i.e., <u>lessons, units and projects</u>) and develop curriculum and instructional guidelines for the local consortium.</p>	<p>Beginning July 2017 with the establishment of an ABE Specialist position and ongoing. Anticipate bi-monthly meetings initially.</p>	<p>ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)</p>	<ul style="list-style-type: none"> • Paid staff meeting time • Established LAT expectations and outcomes • Resources garnered through CCRS Cohort participation

<p>7. Regional Alignment Team (RAT) A NW Regional Alignment Team will be established to align large curriculum and resources (i.e., <u>textbooks and transitions level projects</u>) using the Resource Alignment Evaluation and Rating Tool & High-Value Action Tool. These will be shared with the regional consortium in a way, yet to be determined.</p>	<p>Initial discussions as a region begin April, 2017 Plan development for RAT in June & July 2017 Implementation anticipated in September 2017 and ongoing with bi-monthly meetings.</p>	<p>ABE Coordinator (local & regional) ABE Specialist (local) ABE Instructors trained in CCRS (previously or ongoing) from throughout the region</p>	<ul style="list-style-type: none"> • Established RAT expectations and outcomes • Resources garnered through CCRS Cohort participation • Paid meeting time to participate • Paid travel time to participate <p>NOTE: We are investigating the possibility of using some of the Regional Transitions Funding to support stipends and/or travel reimbursements, perhaps by revising the expectations of this team to include transitions related outcomes</p>
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Expected Outcome (What will it look like when we have succeeded with this objective?):
Through local and regional efforts, our staff will have the training, planning and support in place to effectively share curriculum and resources that align instruction and instructional content at all levels to the standards.

Component 3: Instructional Quality

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

Questions for Consideration:

- How will we work as a team to determine which standards will be addressed in different aspects of our programming?
- How will we 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?

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

Measurable Objective:			
The consortium will identify appropriate standards for a particular class level or student learning plan through design and refinement of a Scope and Sequence to be implemented consortium wide over the next four program years.			
Action Item	Time Frame	Person Responsible	Resources Needed
<p>1. Local Alignment Team (LAT) A Local Alignment Team will be established to:</p> <ul style="list-style-type: none"> • to develop a Scope and Sequence for ESL and ABE Levels 1-6 which is aligned to the CCRS Levels A-E • align locally developed resources (i.e., <u>lessons, units and projects</u>) and develop curriculum and instructional guidelines at each level for the local consortium • consider recommendations and input from the RAT to inform local decisions 	<p>Beginning July 2017 with the establishment of an ABE Specialist position and ongoing. Anticipate bi-monthly meetings initially.</p>	<p>ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)</p>	<ul style="list-style-type: none"> • Paid staff meeting time • Established LAT expectations and outcomes • Resources garnered through CCRS Cohort participation • Resources shared with/by Regional Alignment Team

Design and refinement of the Scope and Sequence for ABE Levels 5 & 6	Beginning July 2017 following the establishment of an ABE Specialist position and ongoing through PY 2017-18	ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)	<ul style="list-style-type: none"> • Paid staff meeting time • Established LAT expectations and outcomes • Resources garnered through CCRS Cohort participation • Resources shared with/by Regional Alignment Team
Design of the Scope and Sequence for ABE Levels 1 & 2 and ESL Levels 3 & 4 and refinement of previously examined levels.	Beginning July 2018 following the establishment of an ABE Specialist position and ongoing through PY 2018-19	ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)	<ul style="list-style-type: none"> • Paid staff meeting time • Established LAT expectations and outcomes • Resources garnered through CCRS Cohort participation • Resources shared with/by Regional Alignment Team
Design of the Scope and Sequence for ABE Levels 3 & 4 and ESL Levels 5 & 6 and refinement of previously examined levels.	Beginning July 2019 following the establishment of an ABE Specialist position and ongoing through PY 2019-20	ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)	<ul style="list-style-type: none"> • Paid staff meeting time • Established LAT expectations and outcomes • Resources garnered through CCRS Cohort participation • Resources shared with/by Regional Alignment Team
Design of the Scope and Sequence for ESL Levels 1 & 2 and refinement of previously examined levels.	Beginning July 2020 following the establishment of an ABE Specialist position and ongoing through PY 2020-21	ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)	<ul style="list-style-type: none"> • Paid staff meeting time • Established LAT expectations and outcomes • Resources garnered through CCRS Cohort participation • Resources shared with/by Regional Alignment Team
Continued revision of the Scope & Sequence and instructional guidelines	Ongoing after initial design and implementation	ABE Coordinator ABE Specialist ABE Instructors	<ul style="list-style-type: none"> • TBD
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></p> <p>At the end of each program year, ABE staff will have the tools and resources in place to deliver standards aligned instruction and content, based on the Scope & Sequence for each level of instruction being designed, appropriate to the learner’s goals and Educational Functioning Level.</p> <p>At the end of four years, all instruction and content at all levels will be fully aligned to the content standards.</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?

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

Measurable Objective:			
Textbooks, lessons, units of instruction, and projects used regularly in ABE will be evaluated for standards alignment.			
Action Item	Time Frame	Person Responsible	Resources Needed
<p>1. Local Alignment Team (LAT) A Local Alignment Team will:</p> <ul style="list-style-type: none"> • develop a Scope and Sequence for ESL and ABE Levels 1-6 which is aligned to the CCRS Levels A-E • vet locally developed resources (<i>i.e., lessons, units and projects submitted for vetting by the local staff using the Resource Alignment Evaluation and Rating Tool & High-Value Action Tool</i>) • provide feedback and suggested revisions to local staff for consideration • share with local consortia (in a way yet to be determined) <p>NOTE: The number of locally developed lessons, units and projects to be vetted annually will be determined by the LAT.</p>	<p>Beginning July 2017 with the establishment of an ABE Specialist position and ongoing. Anticipate bi-monthly meetings initially.</p>	<p>ABE Coordinator ABE Specialist ABE Instructors trained in CCRS (previously or ongoing)</p>	<ul style="list-style-type: none"> • Paid staff meeting time • LAT expectations and outcomes (this will vary by year according to the focus levels for the year) • Resource Alignment Evaluation and Rating Tool • High-Value Action Tool • Submitted (by staff), locally developed lessons, units and projects for vetting • A platform on which to share outcomes, results and suggestions for supplementation or revision.

<p>2. Regional Alignment Team (RAT) To avoid duplication of work, the RAT will:</p> <ul style="list-style-type: none"> align large curriculum and resources (<i>i.e., textbooks and transitions level projects submitted for vetting by the regional consortia using the Resource Alignment Evaluation and Rating Tool & High-Value Action Tool</i>) provide feedback and suggested supplements or revisions to regional programs for consideration share with regional consortia (in a way yet to be determined) <p>NOTE: The number of textbooks and transitions level projects to be vetted annually will be determined by the RAT. We anticipate the vetting up to 6 textbooks or projects, per level, over the course of the planning year.</p>	<p>Initial discussions as a region begin April, 2017 Plan development for RAT in June & July 2017 Implementation anticipated in September 2017 and ongoing with bi-monthly meetings.</p>	<p>ABE Coordinator (local & regional) ABE Specialist (local) ABE Instructors trained in CCRS (previously or ongoing) from throughout the region</p>	<ul style="list-style-type: none"> Established RAT expectations and outcomes Resource Alignment Evaluation and Rating Tool (this will vary by year according to the focus levels for the year) High-Value Action Tool Paid meeting time to participate Paid travel time to participate A platform on which to share outcomes, results and suggestions for supplementation or revision.
<p>Expected Outcome (What will it look like when we have succeeded with this objective?): Informed by the LAT and RAT, our ABE staff will be able to draw from a growing cadre of resources appropriate to the needs of their learners, and will be able to modify or supplement curriculum and resources, as needed, to align content and instruction at all levels to the standards.</p>			

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?*

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

Measurable Objective: All consortium staff will use a template to create, share and submit locally designed resources with other local ABE staff.			
Action Item	Time Frame	Person Responsible	Resources Needed
1. Create a revised Individualized Instructional Planning Tool The consortium will revise the CCRS Individualized Instruction Planning Tool to include the ACES and Northstar Digital Literacy Standards.	By April, 2017	ABE Coordinator (local & regional) ABE Specialist (local) ABE Instructors trained in CCRS	<ul style="list-style-type: none"> • CCRS Individualized Instructional Planning Tool
2. Train staff on the use of the Revised Instructional Planning Tool. All staff will be trained on the use of the revised tool to create standards aligned lessons, units and projects.	By April, 2017 and ongoing with new and existing staff at staff meetings, or through training with the ABE Alignment Specialist	ABE Coordinator ABE Specialist ABE Instructors trained in CCRS	<ul style="list-style-type: none"> • Staff training on the use of the revised tool • Expectations/ process for putting it to use
3. Establish local PLC's to share and discuss use of the Revised Instructional Planning Tool. The consortium will establish PLC teams who will meet (virtually) every 4-6 weeks to begin practice on using the tool and sharing outcomes from a lesson, unit or project that has been presented.	By April, 2017 and ongoing as new staff join the consortium	ABE Coordinator ABE Specialist All ABE Instructors	<ul style="list-style-type: none"> • Established PLC expectations and outcomes • Revised CCRS Individualized Instructional Planning Tool • Conference Call information

<p>4. Submit one locally designed resource for vetting by LAT per year. Staff will submit locally designed lessons, units, or projects to the LAT for vetting, review and recommendations.</p>	<p>Ongoing, annually. Each ABE Instructor must submit one locally designed resource/year to the Local Alignment Team.</p>	<p>ABE Instructors ABE Specialist ABE Local Alignment Team</p>	<ul style="list-style-type: none"> • Submission process and schedule
<p>5. Share vetted resources and recommendations across the consortium. Create a cadre of vetted, locally designed lessons, units of projects to be shared with ABE Instructors across the consortium. (Process to be determined.)</p>	<p>Ongoing</p>	<p>ABE Instructors ABE Specialist ABE Local Alignment Team</p>	<ul style="list-style-type: none"> • Process for sharing resources and recommendations by LAT
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i> The staff will have a good base of knowledge and understanding of the standards to evaluate or design lessons/units for their classrooms which will then be submitted to the Local Alignment Team for vetting. These lessons will be electronically shared in a way that all staff can access them, creating a cadre of lessons that will grow with time.</p>			

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?

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

Measurable Objective:			
Large instructional resources used regularly in ABE will be closely evaluated for standards alignment.			
Action Item	Time Frame	Person Responsible	Resources Needed
1. Evaluation of Larger Resources Up to 6 large curriculum and resources (<i>i.e., textbooks and transitions level projects</i>) will be reviewed and vetted for each of the following: ABE Levels 5 & 6	Beginning July 2017 following the establishment of an ABE Specialist position and ongoing through PY 2017-18	ABE Specialist Regional Alignment Team	<ul style="list-style-type: none"> • Resource Alignment Evaluation and Rating Tool (this will vary by year according to the focus levels for the year) • High-Value Action Tool • Paid meeting time to participate • Paid travel time to participate • A platform on which to share outcomes, results and suggestions for supplementation or revision.
2. Evaluation of Larger Resources Up to 6 large curriculum and resources (<i>i.e., textbooks and transitions level projects</i>) will be reviewed and vetted for each of the following: ABE Levels 1 & 2 and ESL Levels 3 & 4	Beginning July 2018 following the establishment of an ABE Specialist position and ongoing through PY 2018-19	ABE Specialist Regional Alignment Team	<ul style="list-style-type: none"> • Resource Alignment Evaluation and Rating Tool (this will vary by year according to the focus levels for the year) • High-Value Action Tool • Paid meeting time to participate • Paid travel time to participate • A platform on which to share outcomes, results and suggestions for supplementation or revision.
3. Evaluation of Larger Resources Up to 6 large curriculum and resources (<i>i.e., textbooks and transitions level projects</i>) will be	Beginning July 2019 following the establishment of an ABE Specialist position and ongoing through PY 2019-20	ABE Specialist Regional Alignment Team	<ul style="list-style-type: none"> • Resource Alignment Evaluation and Rating Tool (this will vary by year according to the focus levels for the year) • High-Value Action Tool

reviewed and vetted for each of the following: ABE Levels 3 & 4 and ESL Levels 5 & 6			<ul style="list-style-type: none"> • Paid meeting time to participate • Paid travel time to participate • A platform on which to share outcomes, results and suggestions for supplementation or revision.
4. Evaluation of Larger Resources Up to 6 large curriculum and resources (<i>i.e., textbooks and transitions level projects</i>) will be reviewed and vetted for each of the following: ESL Levels 1 & 2	Beginning July 2020 following the establishment of an ABE Specialist position and ongoing through PY 2020-21	ABE Specialist Regional Alignment Team	<ul style="list-style-type: none"> • Resource Alignment Evaluation and Rating Tool (this will vary by year according to the focus levels for the year) • High-Value Action Tool • Paid meeting time to participate • Paid travel time to participate • A platform on which to share outcomes, results and suggestions for supplementation or revision.
5. Process for Purchasing Decisions Consortium will refer to recommendations made by RAT when considering purchase of large materials to insure they are largely aligned to the standards (if a primary instructional resource) or closely aligned to the standards (if used as a supplemental instructional resource).	Beginning July 2017 and ongoing	ABE Coordinator with input from ABE Specialist and Instructors and based on recommendations made by Regional Alignment Team	<ul style="list-style-type: none"> • Shared communication by ABE Specialist and Regional Alignment Team regarding outcomes of vetting of large resources

Expected Outcome (What will it look like when we have succeeded with this objective?):
 ABE Instructional staff will be able to locate appropriate larger resources for standards based instruction or modify and supplement existing large instructional resources as recommended.

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?

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

Measurable Objective:			
ABE staff will have the tools and knowledge to analyze student tasks to demonstrate achievement of the standards.			
Action Item	Time Frame	Person Responsible	Resources Needed
1. Train staff in the use of the Student Task Study Protocol	By Spring of 2018 and ongoing thereafter	ABE Alignment Specialist ABE Instructors trained in CCRS	<ul style="list-style-type: none"> • Staff training on the use of the Student Task Study Protocol • Expectations/ process for putting it to use
2. Implement use of the Student Task Study Protocol in PLC's Each teacher in the PLC will provide their colleagues with a copy of the Student Task Study Protocol and sample student works one time over the course of the year.	Beginning in the Fall of 2018 and completed by all members of the PLC one time annually	ABE Instructors w/ assistance of ABE Alignment Specialist	<ul style="list-style-type: none"> • Student Task Study Protocol document • Established PLC meeting time
3. Evaluate and Improve Student Tasks PLC members will evaluate student tasks and look for patterns that demonstrate strengths or gaps in instruction on a designated standard and will then come together as a PLC to discuss and provide opportunities for improvement.	Beginning in the Fall of 2018 and completed by all members of the PLC one time annually for each PLC member whose student tasks are being reviewed	ABE Instructors w/ assistance of ABE Alignment Specialist	<ul style="list-style-type: none"> • Student Task Study Protocol document • Samples of student work • Established PLC meeting time
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Through PLC's each teacher will have at least one opportunity per year to have other colleagues evaluate their student's tasks and provide feedback in order to make continuous improvement in alignment of content and instruction to the standards.			

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?*

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

Measurable Objective:			
Standards alignment will be a part of formal and informal instructional observations.			
Action Item	Time Frame	Person Responsible	Resources Needed
Informal Observation (through instructor input and discussion during PLC participation)	Ongoing	ABE Instructors trained in CCRS Along with ABE Instructors not yet formally trained	
Annual Formal Observation (using the CCRS Observation Tool)	Ongoing	ABE Coordinator ABE Alignment Specialist	CCRS Observation Tool
Ongoing CCRS Observation Training	Beginning Fall of 2017	ABE Alignment Specialist Additional ABE Instructors from Thief River Falls, Bemidji and East Grand Forks ABE Coordinator, tentatively All ABE Instructors (through sharing of the Observation template)	Staff meeting training on what to expect in a formal CCRS Observation and what is measured on the CCRS Observation Tool Application to continue formal training through CCRS Cohort II
Expected Outcome (What will it look like when we have succeeded with this objective?):			
ABE staff will use feedback and observations, both formal and informal, to inform and improve standards based instruction.			

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?

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

Measurable Objective:			
ABE Staff will work as a team to ensure all program structures are in place to support standards implementation throughout the consortium.			
Action Item	Time Frame	Person Responsible	Resources Needed
Ongoing Training and Professional Development at the local, state and regional level, to make sure all staff have a good understanding of standards based instruction at all levels.	Ongoing	All staff at all sites	Time Commitment from all staff
Formal Scope & Sequence shared across the consortium, so that all teachers are teaching from a common guideline.	Ongoing	All staff	Time
As a consortium we will continue to share, evaluate, and implement strategies to insure full standards implementation in every classroom located throughout the consortium.	Ongoing	All staff at all sites	Time Commitment from all staff A way to measure outcomes and show that standards based education is making a difference for our learners.
Expected Outcome (What will it look like when we have succeeded with this objective?):			
When we have fully implemented content standards, a student will be able to move from one classroom location to another and expect a continuity of service and education that puts him/her on the path to success.			