Common Core State Standards State-level Implementation Timeline

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
Support for District Implementation • Stewardship Team develops District Implementation Timeline • Posted ELA and Math crosswalks and grade-level standards documents • Identify resources from CCSSO, NWRCC, and other states • Provide CCSS "General Awareness" presentations including for ODE staff • Develop a Master Calendar of CCSS events • Provide monthly updates in Superintendent Pipeline • Posted CCSS Factsheet and FAQs • Begin review of state and federal policies for changes needed to support CCSS implementation • Collaborate with OEA, TSPC, OUS, and other educational partners • Conduct pilots to explore vetting Open Educational Resources (OERs) • Evaluate Materials for Social Sciences in support of CCSS implementation	**Support for District Implementation** • District Implementation Timeline posted • Use regional ESD DATA model to support District Implementation Plans • Post examples of District Implementation Plans • Develop CCSS Implementation Toolkit • Conduct webinars to train district teams and ODE staff to use Toolkit • Provide support in implementing CCSS Work Group recommendations • Provide CCSS presentations at statewide events • Update CCSS webpage to include ESD/district-created implementation resources • Propose policy changes needed to support CCSS implementation • Ongoing collaboration with educational partners including Early Childhood, Special Education, and English Language Learner educators • Analyze current district ELA and Math Instructional Materials adoptions • Establish Criteria for vetting,	**Support for District Implementation** • Provide support in implementing CCSS Work Group recommendations • Use regional ESD DATA model to support District Implementation Plans • Post ESD/District-created implementation resources • Adopt policy changes needed to support CCSS implementation • Ongoing communication and training for ODE staff • Ongoing collaboration with educational partners including Early Childhood, Special Education, and English Language Learner educators • Use analysis of current district ELA and Math Instructional Materials adoptions to support implementation of CCSS • Establish Instructional Materials Criteria for CCSS ELA • Adopt CCSS "bridge" Instructional Materials • Establish and conduct a process for vetting materials, services and	**Support for District Implementation** • Post ESD/District-created implementation resources • Use regional ESD DATA model to address gaps in implementation plans • Conduct CCSS trainings for the Oregon Legislature • Ongoing communication and training for ODE staff • Ongoing collaboration with educational partners including Early Childhood, Special Education, and English Language Learner educators • Develop additional resources for gaps in CCSS alignment • Adopt CCSS ELA Instructional Materials • Establish Instructional Materials Criteria for CCSS Math • Establish and conduct a process for vetting materials, services and OERs in support of CCSS Math implementation	**Support for District Implementation** • Continue support for district implementation • Ongoing collaboration with educational partners including Early Childhood, Special Education, and English Language Learner educators • Conduct pilots to explore vetting of materials, services and OERs for Science that support CCSS implementation • Adopt CCSS Math Instructional Materials

2010-2011 School Year	2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
	evaluating, and adopting "bridge" materials that support CCSS in ELA and Math	OERs in support of CCSS ELA implementation		
2011 Assessment • No changes to OAKS • Align OAKS item bank to CCSS	**2012 Assessment** • Participate in SMARTER Balanced Assessment Consortium development	**2013 Assessment** • Participate in SMARTER Balanced Assessment Consortium development • Pilot SMARTER Balanced Assessment Consortium items	**2014 Assessment** • Participate in SMARTER Balanced Assessment Consortium development • Field test SMARTER Balanced Assessment Consortium items • Field test alternate assessment items	**2015 Assessment** • SMARTER Balanced assessment replaces OAKS Online Reading and Mathematics • Adopt Common Achievement Standards • Participate in SMARTER Balanced Assessment Consortium development • Alternate assessment linked to CCSS
Professional Development • Generate recommendations regarding professional development needs based on input solicited from the field • With Districts, ESDs, and higher education, develop <u>Module One:</u> (Why): Awareness and general understanding of CCSS content	**Professional Development** • Ongoing Awareness and general understanding • Identify gaps related to professional development needs • ESDs work with Districts to provide training on use of the CCSS Toolkit • Support implementation of Module One • With Districts, ESDs, and higher education, develop <u>Module Two</u> (What): Analyzing and evaluating content, skills, and practices, and changes by grade-level to inform curriculum alignment	**Professional Development** • Ongoing Awareness and general understanding • Continue to monitor and evaluate resources related to professional development needs • Support implementation of Module Two • With Districts, ESDs, and higher education, develop <u>Module Three</u> (How): Effective instruction, instructional strategies, and formative tools and processes	**Professional Development** • Ongoing Awareness and general understanding • Continue to monitor and evaluate resources related to professional development needs • Support implementation of Module Three • With Districts, ESDs, and higher education, develop <u>Module Four</u>: TBD • Provide regional support through ESDs to districts in assessment work	**Professional Development** • Ongoing Awareness and general understanding • Continue to monitor and evaluate resources related to professional development needs • Support implementation of Module Four • Provide regional support through ESDs to districts in assessment work

Details included will be re-evaluated and refined based upon on-going input from the field and other developments.