

CCSS Implementation Progress and Capacity Survey

The goal of this survey is to determine where SU/SDs are along a continuum of CCSS implementation so that Agency of Education staff can strategically determine how to best support Vermont educators.

Role:

Superintendent

Curriculum Director/Assistant Superintendent

Elementary Principal

Middle School Principal

High School Principal

Special Education Director

Other

Other (please specify)

Region:

South (Rutland, Windsor, Bennington, Windham)

Central (Chittenden, Washington, Addison, Orange)

North (Grand Isle, Franklin, Lamoille, Orleans, Essex, Caledonia)

A. Systems Alignment & Systems Change

Clarity of Roles

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
1. The SU/SD has a clear implementation plan for CCSS and clearly defined role					
2. The plan includes supports and resources for those schools that need it most.					

Leadership

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
3. There is a strong CCSS leadership team that is coordinating and driving this work.					
4. Leadership has established time, resources, and structures for teachers to collaborate on a regular basis for the purpose of CCSS implementation.					
5. Leadership teams at the SU/SD and school level are working collaboratively for implementation of CCSS.					

Monitoring and Problem Solving

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
6. The SU/SD regularly collects, analyzes, and uses data on the progress of CCSS implementation in schools.					

7. SU/SD leaders, including the superintendent and those directly responsible for CCSS implementation, regularly meet to review implementation progress against the SU/SD's plan.					
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B. Educator Supports

Instruction & Assessment

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
8. Educators are using CCSS mathematics aligned instructional materials and assessments in their classrooms.					
9. Educators within the SU/SD have incorporated the CCSS shifts for mathematics into their practice.					
10. Educators are using CCSS English language arts-aligned instructional materials and assessments in their classrooms.					

11. Educators within the SU/SD have incorporated the CCSS shifts for English language arts into their practice.					
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Professional Learning for Educators—High quality learning opportunities include authentic, ongoing, job-embedded experiences such as coaching, lesson study, or professional learning communities.

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
12. Educators participate in high-quality, relevant professional learning opportunities for CCSS-mathematics.					
13. Educators participate in high-quality, relevant professional learning opportunities for CCSS-English language arts.					
14. Educators participate in high-quality relevant professional learning opportunities to support cross-curricular integration.					

15. The school schedule allows teachers to participated in high-quality, relevant professional learning opportunities during the school day.					
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16. Which of these areas would you prioritize for future professional learning opportunities your SU/SD/school?

	Select your top four in order or priority
Alignment of instructional materials and assessments	
Assessment literacy	
Effective use of data to influence practice	
English language arts instructional shifts in the classroom	
Integration of mathematics, English language arts, and other non-tested subjects	
Interdisciplinary unit planning	
Math instructional shifts in the classroom	
Mathematical practices	
Multi-tiered system of supports	
Performance-based assessments	
Professional learning opportunities for special education and education support staff	
Proficiency-based learning	
Tools for reviewing, observing, and evaluating educational materials and practices	
Universal Design for Learning/differentiated instruction	
Other	
Other (please specify)	

17. For ongoing professional learning delivered by the Agency of Education staff, what is your preferred delivery model?

	Prioritize your top three
Face-to-face (workshop, traditional course work)	

Webinars	
	Prioritize your top three
Learning Network of Vermont (LNV)	
Online self-pacing modules	
Online coursework	
Other	
Other (please specify)	

C. Student Supports

Instructional Practices & Supports

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
18. Instructional practices and supports allow all students to be successful.					
19. Practices and supports are effective in closing achievement gaps.					
20. Educators use evidence-based practices in a tiered system to improve outcomes and close achievement gaps.					

21. Educators have the necessary resources and support to close achievements gaps in ELA and mathematics for:

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
a. Students with disabilities					
b. English language learners					
c. Students in poverty					

Comments:

D. Communication and Engagement

Engagement with the Broader Community

	1. Not Started / Never	2. Partially Implemented / Sometimes	3. Nearly Implemented / Usually	4. Fully Implemented / Always	5. Don't Know
22. The SU/SD has an internal communication plan with specific focus on CCSS implementation.					
23. The SU/SD has a CCSS external communication plan differentiated according to the audience-- parents, school board members, and community members.					

Final Comments

24. What has been the biggest challenge for your SU/SD in implementing CCSS?

25. What one change would help to make CCSS implementation a success?

26a. What professional learning opportunities have you accessed to support implementation of CCSS?

Private Consultant

Higher Ed Coursework Institution

Vermont PLN Series

Vermont PLN online courses

Regional Offerings

Local experts

Vermont AOE resources

CCSSO resources

Other

26b. Please provide specific information regarding the information you checked above.

Adapted from a rubric developed by the Education Delivery Institute and the Council of Chief State School Officers