**Team Planning Form**

The planning form below is to aid you and your team in thinking through how you can best apply what you have learned about the three key advances in mathematics and English language arts (ELA)/literacy to implement college and career readiness (CCR) standards in your state and/or local programs.

Standards-based education offers an overarching vision of educational progress rooted in three crucial interlocking elements: the standards themselves, teaching to the standards, and assessments that get better at measuring what matters most and properly informing programs of the progress of their students. Each is essential to the success of implementation, and like a three-legged stool, no one element can stand alone without the other two for stability and support.

* The starting point and first leg of standards-based education—whose goal it is in this instance to prepare adult students for college and careers—is the standards themselves. Clear standards that accentuate the three key advances in mathematics (focus, coherence, and rigor) and the three key advances in ELA/literacy (text complexity, evidence, and knowledge) will allow educators to understand where to direct their energies and give shape to the reform as a whole.
* Once CCR standards have been adopted, instructors need to understand how to use the standards to fashion curriculum and instruction that will transfer the higher-level content of the standards to students. Development of classroom activities, assignments, and instructional practices—the second leg—all contribute to ensuring students are being given the opportunity to learn the essential CCR skills and knowledge that standards-based education aims to impart.
* The third and final leg is a range of formative and summative assessments and accountability systems that track the progress students are making toward mastering the content they need to be ready for college, workforce training, and citizenship and to create innovative solutions when performance falls short of the mark.

You have a set of strong standards, so you are ready to think through the opportunities and challenges for aligning curriculum and instruction to the CCR standards. (Decisions about assessments and accountability can come later in your reform effort.) This is best done through the prism of the three key advances in mathematics and ELA/literacy. Sketch out what you can and need to do (whom you need to reach, what you will do, and when you will get started) to deepen your CCR standards-based reform effort.

Focus on Curriculum and Instruction in Math

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| **Key Advance** | **1. Focus: Focus strongly where the CCR standards focus** |
| * **What *opportunities* does this advance afford the field when it is reflected in our curriculum and instruction?** |  |
| * **What are some *challenges* to ensuring this advance is reflected in our curriculum and instruction?** |  |
| * **What do *we need to do* then to ensure this key advance is reflected in our curriculum and instruction?** |  |

Focus on Curriculum and Instruction in Math

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| **Key Advance** | **2. Coherence: Think across levels, and link to major topics across levels** |
| * **What *opportunities* does this advance afford the field when it is reflected in our curriculum and instruction?** |  |
| * **What are some *challenges* to ensuring this advance is reflected in our curriculum and instruction?** |  |
| * **What do *we need to do* then to ensure this key advance is reflected in our curriculum and instruction?** |  |

Focus on Curriculum and Instruction in Math

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| **Key Advance** | **3. Rigor: Pursue conceptual understanding, procedural skill and fluency, and application with equal intensity** |
| * **What *opportunities* does this advance afford the field when it is reflected in our curriculum and instruction?** |  |
| * **What are some *challenges* to ensuring this advance is reflected in our curriculum and instruction?** |  |
| * **What do *we need to do* then to ensure this key advance is reflected in our curriculum and instruction?** |  |

Focus on Curriculum and Instruction in ELA/Literacy

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| **Key Advance** | **1. Complexity: Regular practice with complex text and its academic vocabulary** |
| * **What *opportunities* does this advance afford the field when it is reflected in our curriculum and instruction?** |  |
| * **What are some *challenges* to ensuring this advance is reflected in our curriculum and instruction?** |  |
| * **What do *we need to do* then to ensure this key advance is reflected in our curriculum and instruction?** |  |

Focus on Curriculum and Instruction in ELA/Literacy

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| **Key Advance** | **2. Evidence: Reading and writing grounded from evidence from text** |
| * **What *opportunities* does this advance afford the field when it is reflected in our curriculum and instruction?** |  |
| * **What are some *challenges* to ensuring this advance is reflected in our curriculum and instruction?** |  |
| * **What do *we need to do* then to ensure this key advance is reflected in our curriculum and instruction?** |  |

Focus on Curriculum and Instruction in ELA/Literacy

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| **Key Advance** | **3. Knowledge: Building knowledge through content-rich nonfiction** |
| * **What *opportunities* does this advance afford the field when it is reflected in our curriculum and instruction?** |  |
| * **What are some *challenges* to ensuring this advance is reflected in our curriculum and instruction?** |  |
| * **What do *we need to do* then to ensure this key advance is reflected in our curriculum and instruction?** |  |