**Common Core State Standards (CCSS) Professional Proficiencies and To-Do’s**

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| --- | --- | --- | --- | --- |
| **I can . . ./I will be able to . . .** | **Product/ Performance** | **Yes** | **Not Yet** | **Help/Support**  **Needed** |
| 1. Explain the purpose(s) and potential benefits of the Common Core State Standards (CCSS). | Oral/written summary |  |  |  |
| 1. Describe the structure and organization of the CCSS. | Oral/written summary |  |  |  |
| 1. Apply a process for converting, selecting, and evaluating student-friendly learning targets (i.e., objectives/”I can”/”I will be able to” statements). | List of student-friendly learning targets |  |  |  |
| 1. Explain the components of a curriculum map (i.e., scope and sequence) and be able to create and evaluate a curriculum map. | Curriculum map |  |  |  |
| 1. Describe the characteristics of quality assessment, and be able to create/select sample formative and summative assessments that align to the CCSS. | Assessments |  |  |  |
| 1. Apply and explain the process for creating and evaluating unit designs. | Unit designs |  |  |  |
| 1. Apply and explain the process for creating pacing guides and/or lesson plans. | Lesson plans/ pacing guides |  |  |  |
| 1. Use curriculum maps, unit designs, lesson-pacing plans, and other curriculum resources to audit a curriculum (i.e., gap analysis). | Gap analysis/ audit |  |  |  |
| 1. Identify how your existing school/district curriculum correlates to the CCSS. | List of changes |  |  |  |
| 1. Be familiar with and use a broad range of research-supported instructional strategies that match CCSS expectations for literacy, math, and other content learning. | A variety of instructional strategies |  |  |  |
| For Administrators and Teacher Leaders |  |  |  |  |
| 1. Create and use a plan to prepare for and implement CCSS in your school/district. | A written plan |  |  |  |
| 1. Be familiar with and use techniques, strategies, and tools to facilitate and monitor the CCSS implementation process. | A variety of leadership strategies, tools, and techniques |  |  |  |

Dr. Bobb Darnell [bobbarnell@mac.com](mailto:bobbarnell@mac.com) [www.achievementstrategies.org](http://www.achievementstrategies.org) 1/13