

Rubric: School Transition Plan for the New Maryland Common Core State Curriculum

The following rubric provides guidance to assist school teams in developing their School Transition Plan for the Maryland Common Core State Curriculum and for its review by executive level staff. School teams should consider this rubric in relation to each of the five desired outcomes for June 2012. Please have completed draft plans five weeks after your Academy has ended. MSDE will do a random sampling of plans for the purposes of USDE oversight and MSDE program evaluation. Within your system, send your plan to the appropriate executive level staff.

	Weak	Good	Advanced
Planned Activities	Minimal activities are planned and they appear episodic and disjointed; little thought is given to follow-up.	A satisfactory array of activities is evident in the plan; the activities are cohesive; follow-up and monitoring are also present.	There is a thoughtful and comprehensive listing of strategies that clearly lead to the desired outcome. Follow-up and monitoring are a key component of the plan, and they are clearly described.
Identified Faculty	Few faculty members are involved. There is little evidence of trying to reach out to all faculty members in the short or long term. The school planning team meets irregularly.	Key faculty members in all disciplines and/or grade levels are involved. There is evidence of including key faculty members in the short term and all faculty members in the long-term through pre-service days, in-service, days, and departmental or faculty meetings. The planning team continues to meet.	All faculty members in all disciplines and/or grade levels are involved. There is evidence of a thoughtful and comprehensive approach to planning for pre-service days, in-service, days, and departmental or faculty meetings for all faculty members. The planning team continues to meet throughout the year to guide the effort, discuss staff understanding of the Maryland Common Core State Curriculum, determine faculty needs, and plan future strategies.
Required Resources	Inadequate attention is paid to resource allocation. Time, expertise, facilities, and funding are minimally addressed and are unlikely to lead to staff understanding of the Maryland Common Core State Curriculum.	Adequate resources, within current budgetary limitations, are allocated to accomplish the identified activities. Clear priorities exist for developing staff understanding of the Maryland Common Core State Curriculum through providing time, expertise, facilities, and funding.	A clear and coherent plan for allocation of appropriate resources is identified in the plan. The plan reflects careful consideration of all available resources and makes creative use of time, expertise, facilities, and funding so that all staff can have an understanding of the Maryland Common Core State Curriculum. Attention is given to sustaining the effort over time through a thoughtful approach to long-term resource allocation.

Responsible Person(s)	The responsible person(s) for delivering the specific activities are not clearly identified throughout the plan.	The responsible person(s) for delivering the specific activities are clearly identified throughout the plan. An effort is made to share the load among team members.	The responsible person(s) for delivering the specific activities are clearly identified throughout the plan. Activities are shared among team members. Other faculty members are brought into the delivery of activities as the plan progresses to help ensure total staff buy-in.
Timeframe	The timeframe for the completion of activities is not clear, and there is little evidence that it is realistic in light of the planned activities and dedicated resources.	The timeframe for completion of activities is clear. It is realistic in light of the planned activities and dedicated resources. The team has included all appropriate content from the summer Academies for sharing with staff in reasonably-sized chunks.	The timeframe for completion of activities is appropriate. It is clear that the activities can be accomplished in light of the planned activities, dedicated resources, and responsible person(s). The team has thoughtfully included all appropriate content from the summer Academies 2011 for sharing with staff so that the content for subsequent Academies will be timely and understandable.
Outcome Measures	There is little evidence that outcomes for each of the activities will be measured appropriately and whether there will be substantive changes in classroom practice as a result.	The outcome measures are appropriate, and they describe the degree to which the school has successfully implemented the activities. It is also clear that classroom practice will be affected by the activities, and that the changes in classroom practice will be clearly identified.	The outcome measures clearly describe how the implementation of identified activities will affect delivery of instruction. They also describe changes in classroom practice related to the Maryland Common Core State Curriculum. The plan describes how student achievement data resulting from changed classroom practice will be tracked.