**Performance Metrics for this Spring**

1. How many people in your school, district or organization have you now trained and are now able to discuss the instructional implications of the Common Core State Standards?
   * What are their names?
2. What percentage of schools in your district have a team that can accurately describe and lead other teachers in articulating the shifts in instruction required by the Common Core State Standards?
   * What are their names?
   * How do you know?
3. What percentage of professional development time and materials budget since the institute has been spent or is allocated toward:
   * Supporting the instructional shifts?
   * Supporting identification and development of text-dependent questions?
     1. In literacy/English classes
     2. In science
     3. In social studies
   * Supporting the major work of the grade in mathematics?
4. What percentage of schools/what grade levels have engaged in curriculum reviews, identifying the major work of the grade in mathematics and text-dependent questions in literacy?
   * What specific materials (by name) have been reviewed?
   * Where are you in the process of reviewing and revising curriculum materials (provide evidence)?
     1. Plans to engage in the work
     2. Currently engaged in the work
     3. Review work complete
   * Submit samples of work that show evidence of support for Common Core integration.
5. For principals and district leaders: How many informal walkthroughs looking for evidence of shifts in instructional practice for the Common Core have been completed?
   * In what % of the classrooms visited was the use of text-dependent questions evident?
   * In what % of the classrooms visited was attention only on the major work of the grade in mathematics evident?
   * Have criteria that demonstrate the shifts in teacher knowledge and practice been integrated into formal and/or informal teacher observations instruments? Submit samples of instruments.
6. For teachers: How many samples of student work include:
   * Consideration of text-dependent questions?
   * Show attention only to the major work of the grade in mathematics?
7. For partners supporting the work of Common Core Implementation: How many people have you talked to about:
   * Adhering to the Publishers’ Criteria in constructing purchasing processes and procedures? In what venues?
   * The importance, identification and creation of quality text-dependent questions?
   * The importance of, identification of, and focus on the major work of the grade in mathematics?
8. What tools have you put in place to better monitor teacher knowledge and practice?
   * Classroom walkthrough processes
   * Teacher survey instruments
   * Survey of standards
   * Use of additional resources/applications such as on-line text-dependent application
9. Have the publishers’ criteria been integrated into any purchasing opportunities that have arisen since the Standards Immersion Institute?
   * Have formal plans been put in place to incorporate the Publishers Criteria into purchasing processes in the district?
10. What structures have been put in place in your district, school, or organization to support the teacher knowledge and practice in the shifts required by the Common Core, Evaluation and creation of text-dependent questions, and knowledge and focus on the major work of the grade in mathematics?
    * Professional learning communities
    * Focused faculty meetings
    * Common planning time for teachers
11. What organizational plans have you put in place to support Common Core Implementation
    * This summer?
    * During the 2012-13 school year?