Desired Outcomes:
- Greater understanding of the leader’s role in supporting implementation of CCRS
- Intentional use of tools that assist leaders in supporting teachers through observation, feedback, and dialogue and assessing implementation of CCRS

Course
Complete one of the CCRS eLearning courses shown above. These courses are designed as a study of Alabama’s College- and Career-Ready Standards (CCRS) and the key instructional shifts required in each discipline.

Tools
Educators need access to high-quality and well-aligned instruction and assessment materials in order to ensure that all students are able to meet the high expectations of the CCRS. Those who support teachers also need to build understanding and experience with CCRS aligned instruction using tools that uncover what implementing the CCRS look like in daily planning and practice. Select one of the tools from the Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards or select the Instructional Practice Guide: Coaching that corresponds to the eLearning course content taken (ELA, Math, or Literacy).

Choices include:
- [Instructional Materials Evaluation Tool (IMET)](https://example.com)  ○ EQuIP Rubrics for Lessons and Units  ○ EQuIP Student Work Protocol  ○ Assessment Evaluation Tool (AET)  ○ Assessment Passage & Item Quality Criteria Checklists
- [Instructional Practice Guide: Coaching - ELA/LIT K-2](https://example.com)
- [Instructional Practice Guide: Coaching - ELA/LIT 3-12](https://example.com)
- [Instructional Practice Guide: Coaching - Math K-8](https://example.com)
- [Instructional Practice Guide: Coaching - Math HS](https://example.com)
**Project**

- **Select a Tool**: Select a tool to use and review it to ensure understanding of its use and purpose. You may need to use the tool in more than one setting or multiple times in order to observe trends. Use the tool as described keeping artifacts and evidence along the way.
- **Reflect on and Analyze Evidence Gathered**: Reflect on new understandings as a result of using the tool. Determine the processes, experiences, and performances led to that understanding. Think about the following questions as you reflect on the use of the tool:
  - “What about the use of the selected tool took me well beyond what I already knew?”
  - “What confusions emerged and how did I overcome them?”
  - “How was this learning experience different from other learning experiences?”
- **Determine Next Steps**: Determine the implications for your practice as an educator? Think about the following questions:
  - “What worked well in this process?”
  - “How is this connected to what I already knew and practiced?”
  - “What new ideas did I get that extended or pushed my thinking in new directions?”
  - “How might I apply what I learned to other areas of my work?”
  - “What adaptations to this tool might improve the process?”
  - “What is still challenging?”
  - “What are my next steps?”

**Showcase**

- Prepare a “showcase” describing the results of your project.
- Enroll in the 3-week follow-on course that corresponds to your CCRS course according the matrix below.
- Post your showcase during week 1 of that PLUACLDxxx course
- Review the showcases of your classmates and critique four (4) of them –two in week 1 and another two in week 3.

**PLUACLD370** [PLUASIL 2 ACLD](https://example.com), e-Learning for Educators, CCRSLIT01E
**PLUACLD371** [PLUASIL 2 ACLD](https://example.com), e-Learning for Educators, CCRSMTH01E
**PLUACLD372** [PLUASIL 2 ACLD](https://example.com), e-Learning for Educators, CCRSMTH02E
**PLUACLD373** [PLUASIL 2 ACLD](https://example.com), e-Learning for Educators, CCRSELA01E
**PLUACLD374** [PLUASIL 2 ACLD](https://example.com), e-Learning for Educators, CCRSELA02E