ON THE SAME PAGE 2.0

Field Guide for Implementing College-and-Career Ready Standards

through Labor-Management Collaboration

Preface

Since 2011, 7 national organizations (AASA, AFT, CCSSO, CGCS, FMCS, NEA, NSBA) along with the U.S. Department of Education have been working together to support labor-management collaboration in states and school districts throughout the country to advance student learning. Based on the belief that supporting good governance of public education in our nation's school districts is a mutual responsibility, these organizations have jointly planned several conferences, and collaborated on creation of a document titled "On the Same Page."

The first *On the Same Page* document was intended to serve as a tool to support state level agencies and district organizations in collaboratively developing a plan that sets direction and determines support for implementation of college-and-career-ready standards. Since the writing of the original document, college-and-career ready standards have been developed in a variety of content areas. The importance of working collaboratively for the good of our students and our country is of paramount importance as new standards continually emerge.

Our theory of action at the start of the collaborative partnership, as well as today as our country continues moving forward, is to continue listening to the field and responding to needs by jointly developing tools and resources in support of the work. Towards that end, a second edition of the original On the Same Page document has been collaboratively designed to support district, school, and classroom educators deeply understand and implement the intent of college-and-career ready standards.

This document, *On the Same Page 2.0*, is provided as a guide for educational stakeholders to work at a district, school, and/or classroom level to deeply implement higher, more rigorous standards systematically and systemically. The ideas, suggestions, and actions provided in this document are not meant to be all-inclusive. This document is provided as a guide to trigger thought, research, and conversation around effective collaborative practice for design of a teaching and learning system capable of delivering on the promise made to the children of our country.

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" The leaders who work most effectively, it seems to me, never say "I." And that's not because they have trained themselves not to say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit. This is what creates trust, what enables you to get the task done."

-Peter F. Drucker

Introduction to the Document

When students in today's schools graduate, they will enter a world where the expectations for success have never been higher. This is true whether they continue their education in a university or some other post-secondary school experience, or enter the workforce directly. Ours is no longer a world where an eighth grade education, or even a high school diploma, can be seen as a guarantee of the knowledge and skills needed to thrive in a 21st century economy. Recognizing this, education leaders in states and school districts have embraced new, more rigorous "college- and career-ready" standards that articulate the hope and promise that students will leave school ready to meet this challenge. These new standards are much more than higher expectations for our students; they are a challenge to the workforce of educators – not just teachers, but principals, administrators and professionals in support roles.

Implementing College-and-Career Ready Standards

The purpose of a teaching and learning system is to deliver a guaranteed, viable, and rigorous curriculum to all students. Intentional design of the system begins with deep understanding of what the standards require. The standards must be collaboratively defined to ensure consistent implementation in schools and classrooms. The next step is selection and/or design of a balanced system of assessments capable of measuring the knowledge, skills, and thinking required by the standards.

Once the standards and assessments are in place, investigation of research-based instructional frameworks and effective instructional practices can then be pursued. Following the identification of instructional frameworks and practices, the committee/team begins to focus on review and selection of resources capable of supporting students to reach the intent of the standards. Collaboratively working through a process of analyzing the alignment of resources to the college-and-career ready standards will aid selection of tools strong enough to support educators in their work for student success.

The Importance of Collaboration

Collaboration among educators is essential for the effective implementation of college-and-career ready standards. It is not a new value within education, but it becomes increasingly important as the world becomes more connected and we elevate the expectations for student success. Collaboration is based on the belief that a common goal is best achieved when individuals work together. Union-management partnerships can transform education when meaningful work for the improvement of student achievement is the focus, 'collaboration between labor and management around common issues such as quality can be a tremendous competitive advantage" (Rubinstein, Saul, *Strengthening Partnerships*, American Educator, Winter 2013-2014) Collaborative partnerships to manage and improve the teaching and learning system foster a shared responsibility for the academic success of all students.

For our students to succeed, we must do transformative work. Students will not meet this new challenge if we, as a profession, act as individuals, returning to our classrooms and offices to work in autonomous isolation from one another. Rather, our students will meet these expectations only if we gather together and collaborate to rethink what students are learning, how they are taught, and how the system as a whole supports them in that effort. This booklet offers a set of planning tools that will help teams of educators develop a common vision of how labor and management can work together to meet the challenge of college-and-career readiness for all students..

Figure 1 illustrates two important information flows required to ensure deep collaboration needed within a district throughout the design and implementation of a teaching and learning system. Communication Flows and Feedback Loops are critical for ensuring both continuous improvement as well as ownership by all stakeholders.

The center column in Figure 1 identifies the various committees/teams or individuals involved in designing, guiding or implementing the teaching and learning system.

The arrow on the left side indicates the flow needed for continuous communication about the work. This communication keeps all teams and individuals informed about the work being accomplished by all teams and individuals.

The arrow on the right indicates the loop needed for continuous feedback around successes, challenges, and needs as design and implementation of the work occurs. Each committee/team and individual has information critical to successful implementation and continuous improvement of the work. Creating a feedback loop capable of capturing this information creates ownership for the work across the organization, and places value on the knowledge and expertise held by all who will be impacted by the implementation.

**Figure 1 Multi-Layered Team Information Flow**
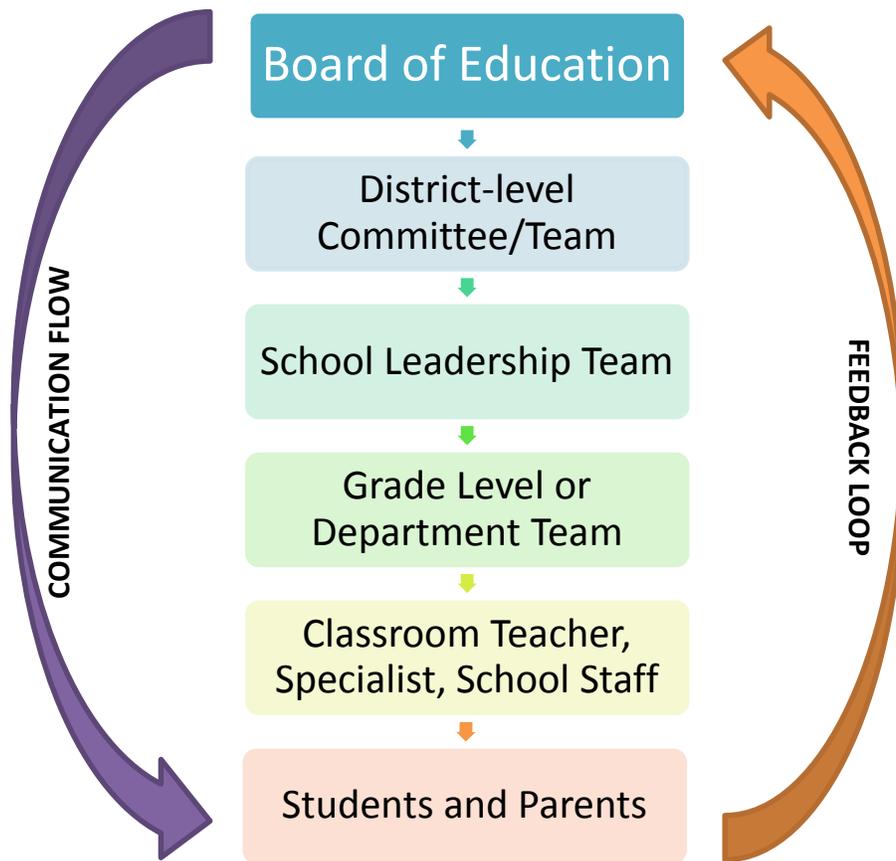
Organization of the Document

There are three aspects inter-connected in the work. The aspects are: stages of the process, stakeholders included in each of the stages, and recurring components for consideration by stakeholders within each stage. The work progresses through each of the different stages while the stakeholders and the components to address within each stage remain consistent.

For the purpose of a thorough, collaborative review of teaching and learning systems, the following stages are described within this document:

Stage 1: Forming Committees/Teams
Stage 2: Understanding and Implementing Standards
Stage 3: Determining Assessment Methods and Practices
Stage 4: Aligning Instructional Practices with Standards and Assessments
Stage 5: Reviewing and Selecting Resources
Stage 6: Engaging Parents/Guardians and Community
Stage 7: Establishing a System for Continuous Improvement
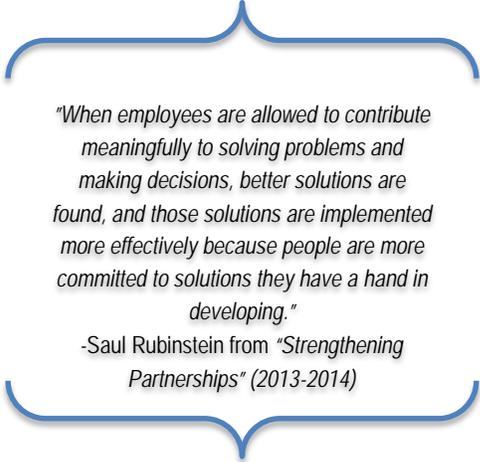
Key stakeholders that need to work collaboratively throughout the process within each stage include:

- District Administration
- Union Leadership
- School Leadership Team
- Teacher, Specialist and School Staff
- Student

> "When employees are allowed to contribute meaningfully to solving problems and making decisions, better solutions are found, and those solutions are implemented more effectively because people are more committed to solutions they have a hand in developing."
> -Saul Rubinstein from "Strengthening Partnerships" (2013-2014)

A level of responsibility and ownership exists for these key stakeholders at each stage of development. "When employees are allowed to contribute meaningfully to solving problems and making decisions, better solutions are found, and those solutions are implemented more effectively because people are more committed to solutions they have a hand in developing." (Rubinstein, Saul, *Strengthening Partnerships*, American Educator, Winter 2013-2014)

The components to be addressed are ones that recur within each stage in the process across all of the key stakeholder groups. Each of these components is listed below. Included with each component is a question that guides the type of information included on the tables located in the appendix.

- Awareness: What should the stakeholder know, or find out, about current practice within this stage?
- Planning: What should the stakeholder think about when designing steps to lead the work within this stage?
- Professional Learning Topics: What should the stakeholder be knowledgeable about regarding this stage?
- Implementation and Monitoring: What should the stakeholder do and/or watch for within this stage?
- Communication and Feedback: What should the stakeholder share with other key stakeholders about the work within this stage?

Figure 2, on page 9, illustrates the intersection of the three aspects involved in the work with each of the key stakeholder groups central to collaborative design and implementation of college-and-career ready standards across a system.

Role of the School Board

As these pages show, the core work of the labor-management partnership is largely the job of educators whose training and expertise are needed to assure that assessments, curriculum and instruction are fully aligned with new, rigorous standards. For this reason, this document identifies district administration, union leadership, school leadership team, teachers/specialists/school staff and students as the "key stakeholders" and describes specific responsibilities for each. But other stakeholders have important roles to play too, beginning with the school board.

The school board sets the tone for a collaborative environment in the district by leading in partnership with the superintendent and demonstrating an openness to the recommendations of collaborative teams. The board's specific responsibilities include the following:

Accountability. School board accountability in this effort means making the implementation of high standards a district priority, providing time and support for teams to collaborate, monitoring progress and reporting to the public.

Policy. The school board is responsible for policy regarding the allocation of resources, including money, time and staffing, to support effective standards implementation for all students. The board further makes decisions informed by team recommendations about curriculum, assessments and professional development, as well as data collection, how data will be used, and who has access to it.

Community engagement. School boards represent the community in school governance. They are well-positioned to elicit community feedback on the various facets of standards implementation. In addition, the board communicates the importance of the work to the community and the press, and keeps them apprised of progress.

Role of Parents/Guardians

The role of parents/guardians in the process of teaching and learning is a vital one for educators to foster and continually nurture. Ongoing communication to, and feedback from, parents/guardians must be intentionally planned and monitored. A successful partnership between home and school includes purposeful two-way exchanges of information about learning expectations, needs, and progress of students. This mutual give-and-take of information needs to occur on a regular basis in both formal and informal ways.

This document outlines actions and processes which can actively involve parents/guardians in the education of their children. Stage 6, Engaging Parents/Guardians and the Community, identifies possible ways to employ conversations between home and school. Implementing a well-articulated, inclusive and reciprocal system of communication between home and school honors the essential role parents/guardians play in the teaching and learning system.

Structure of the Stages

Each stage of the review process is structured in the same way. The structure for each stage of the document includes the following parts: Outcome, Guiding Questions, Actions and Processes to Consider, and Resource Links. The sub-headings below provide a brief description of what information is included in each of the parts.

Outcome

Each stage includes an "Outcome" statement. The Outcome indicates what the final product, end result, or conclusion based on logical thinking should be for that particular stage in the process.

Guiding Questions

A series of targeted questions can work to prompt actions toward a larger purpose. Carefully sequenced questions can guide a keen examination of pertinent topics or issues. The Guiding Questions in this document prompt thinking about the basic steps, information, and focus points to be considered within each stage in the teaching and learning review process. Guiding questions help to focus attention on the critical attributes to consider within each stage.
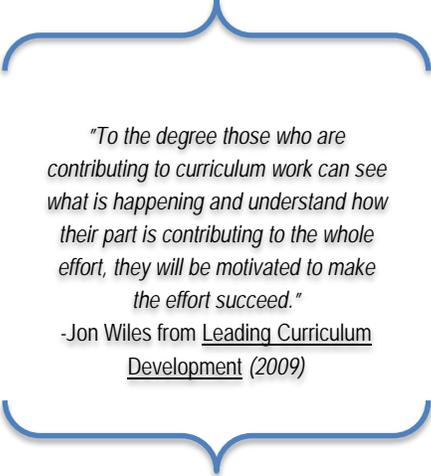
Suggested Work Flow Graphic

A visual image of main elements within a complex process can offer a sense of sequence for the process. Each stage in the process includes a basic suggestion for the flow of work within the stage. The graphic offers a broad-stroke glance at the work, but the explicit details within each element of the work cannot be made evident in a simple graphic. The tables located in the appendix illustrate the deeper thinking and work that needs to take place in order to achieve each of the broader steps.

Resource Links

The work of educators to transform educational opportunities for students is a daunting and challenging task. Many states, educational organizations, and private foundations have supported development of resources for districts, schools, and teachers to utilize in meeting that challenge. While there are numerous high quality resources available, finding an appropriate resource at the right time can be both difficult and time-consuming for the typical educator.

"To the degree those who are contributing to curriculum work can see what is happening and understand how their part is contributing to the whole effort, they will be motivated to make the effort succeed."
-Jon Wiles from Leading Curriculum Development *(2009)*

Each of the stages detailed in this document include resource links specific to the stage. Linking the resources by stages in the process enables educators to locate resources that target the work occurring at that point in time. Providing links associated to the work at hand is intended to focus and support educators. *(Note: All links were active at the time of publication.)*

Appendices

The complexity and scope of curriculum work can be staggering to think about and accomplish. Multiple variables are involved in the collaborative design of a high-quality teaching and learning system. Those variables include people, relationships, time, and space. Leaders working within the process must be highly organized and able to think bigger than a single classroom. All leaders must be able to think about scaling the work to a system level for design, implementation, support, and monitoring for success. "To the degree those who are contributing to curriculum work can see what is happening and understand how their

part is contributing to the whole effort, they will be motivated to make the effort succeed." (Wiles, Jon, <u>Leading Curriculum</u> <u>Development</u>, pg. 20, 2009)

The first five sections of the appendix include tables which provide specific details for each stage of the review process organized by stakeholder. The tables delineate possible steps around processes, actions, engagement, and thinking. The possible steps are provided across the components of Awareness, Planning, Professional Learning Topics, Implementation and Monitoring, and Communication and Feedback. The provided points are for consideration and adaptation as appropriate for each school system.

The final three sections provide the main webpage for each organization included on the resource tables within the first portion of the document; names of key thought leaders whose research suggests effective practices organized by stage; and a glossary of terms used within this document. The intent of this information is to inform leaders and committees/teams about the additional research they may need to consider in the continuous improvement of the teaching and learning system.

Possibilities for Use of this Document within Different Size Districts

Each of the stages in the document presents processes for work organized and facilitated within committees/teams formed at the district level. Details provided on the tables for each stage depict how the various stakeholders contribute to, or participate in, the work of that stage. The structure of district-level teams, with grade-level representation from each school in the district, is a viable option for medium size districts but may be difficult to manage in small or large districts.

Small districts may be able to involve all staff members in the work. If this is an appropriate option, then the details provided on the District Administration table may merge with the work indicated on the School Leadership Team table.

Some alternative structures for larger districts include:
- One or two staff members from each school serve as representatives on the district-level team. These staff members are responsible for communication between the district team and the school which they represent.
- Cluster groups of schools into 'families.' Staff representatives from each school within a family follow the stages of the process with each family creating a draft product. Representatives from each family bring their draft product to the district level for reviewing and combining into one comprehensive document. The combined document can be made available for feedback across the district before finalizing and adopting for district-wide implementation. This process allows all schools to have input into the work and ownership of the work.

Regardless of possible adaptations due to the size of the district, the process provides for collaborative involvement of all stakeholders within each of the stages that are necessary for designing and implementing a high-quality educational program capable of developing college and career ready students.

Establishing a System for Continuous Improvement
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Forming Committees/Teams
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Understanding and Implementing Standards
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Engaging Parents/Guardians and Community
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

District Administration
Union Leadership
School Leadership Team
Teacher/Specialist/School Staff
Student

Determining Assessment Methods and Practices
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Reviewing and Selecting Resources
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Aligning Instructional Practices with Standards and Assessments
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Forming Committees/Teams

Forming Committees/Teams
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

OUTCOME: High performing committees/teams that work collaboratively to design, implement, and support a comprehensive curriculum to improve student learning.

GUIDING QUESTIONS:

- Are relevant stakeholder groups represented on the committee/team?
- Are the purpose and outcomes for the work clearly focused on alignment of the district's teaching and learning systems with college and career ready standards?
- What training will be provided for the committee/team to enact practices and procedures of a high-performing team?
- How will the committee/team monitor its effectiveness during the work?
- How will communication about the work of the committee/team be accomplished?
- What funding will need to be budgeted to support the work?

Figure 3 Suggested Work Flow for Forming Committees/Teams

Identify need for committee/team → Communicate the formation of a committee/team → Form committee/team → Provide training on high-performing teams → Determine processes for communication and feedback on the team's work

RESOURCES:

Title	Brief Description	Location
Forming, Storming, Norming, Performing (Adjourning)	Psychologist Bruce Tuckman first came up with the memorable phrase "forming, storming, norming, and performing" in his 1965 article, "Developmental Sequence in Small Groups." He used it to describe the path that most teams follow on their way to high performance. Later, he added a fifth stage, "adjourning" (which is sometimes known as "mourning").	http://www.mindtools.com/pages/article/newLDR_86.htm
High Performance Teams	Resource for businesses and organizations interested in harnessing the power of teams.	http://www.highperformanceteams.org/
Organizing Team Decision-Making	Key tools that you can use when you want to involve your whole team in the decision-making process.	http://www.mindtools.com/pages/article/newTED_86.htm#np
Team Effectiveness Assessment	This assessment helps you uncover common teamworking problems that you might be experiencing. Once you've completed the assessment, we direct you towards team tools that will help you to improve and develop these important skills.	http://www.mindtools.com/pages/article/newTMM_84.htm#np
Tools for Schools	Center for Collaborative Education's site with links to various tools and processes to support effective group and meeting facilitation.	http://www.ccebos.org/tools/
Queensland Occupational Therapy Fieldwork Collaborative	Part of being an effective educator involves understanding how adults learn best (Lieb,1991). Andragogy (adult learning) is a theory that holds a set of assumptions about how adults learn. Andragogy emphasizes the value of the process of learning. It uses approaches to learning that are problem-based and collaborative rather than didactic, and also emphasizes more equality between the teacher and learner.	http://www.qotfc.edu.au/resource/?page=65375
Yale Center for Emotional Intelligence	Emotions drive learning, decision-making, creativity, relationships, and health. The Yale Center for Emotional Intelligence uses the power of emotions to create a more effective and compassionate society. The Center conducts research and teaches people of all ages how to develop their emotional intelligence.	http://ei.yale.edu/
Edutopia: 5 Simple Lessons for Social and Emotional Learning for Adults	This site includes lessons that can be taken up by an entire staff or by an individual and are intended to build emotional awareness, self-management, social awareness, and relationship management.	http://www.edutopia.org/blog/five-social-emotional-learning-lessons-for-adults-elena-aguilar

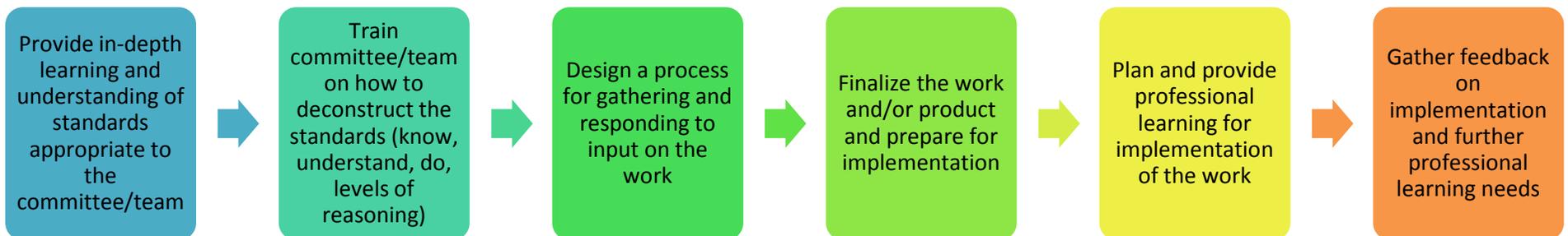| Title	Brief Description	Location
Learning Forward	Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement.	http://learningforward.org/standards-for-professional-learning#.VFKAa2B0yM8
National School Reform Network	These NSRF activities were designed to help groups build the foundation of safety and trust necessary for a fully functional group. They allow participants to transition out of the usual working relationship structures, so that they can connect more deeply and collaborate more effectively.	http://www.nsrfharmony.org/free-resources/protocols/team

Understanding and Implementing Standards

Understanding and
Implementing Standards
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

OUTCOME: All stakeholders have a common understanding of learning expectations for students as identified by the standards. Staff systematically implement the identified standards.

GUIDING QUESTIONS:

- How have students been performing on current standards? Strengths? Areas for growth?
- What state, national, or industry standards are required for this content area/course?
- What do students need to know, understand, and be able to do according to the standards?
- What level of cognitive rigor (thinking) is required by the standards?
- What process will be used to unpack, or deconstruct, the standards into smaller learning targets?
- What are the essential, or priority, standards for each grade level?
- What process will be utilized to check for appropriate grade-to-grade build of learning?
- What professional learning will be needed to effectively understand and implement the standards?
- How will implementation of the standards be systemically supported?
- What process will be used to monitor implementation of the standards?
- What process will be used to communicate the standards to staff, students and parents?

Figure 4 Suggested Work Flow for Understanding and Implementing Standards

| Provide in-depth learning and understanding of standards appropriate to the committee/team | → | Train committee/team on how to deconstruct the standards (know, understand, do, levels of reasoning) | → | Design a process for gathering and responding to input on the work | → | Finalize the work and/or product and prepare for implementation | → | Plan and provide professional learning for implementation of the work | → | Gather feedback on implementation and further professional learning needs |

GENERAL RESOURCES:

Title	Brief Description	Location
Depth of Knowledge Scale	Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.	http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm
A Model of Learning Objectives	A taxonomy for learning, teaching and assessing: Revision of Bloom's Taxonomy	http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/
Rigor and Relevance Framework	The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement. It can be used in the development of both instruction and assessment. In addition, teachers can use it to monitor their own progress in adding rigor and relevance to their instruction, and to select appropriate instructional strategies for differentiating instruction and facilitating higher achievement goals.	http://www.leadered.com/our-philosophy/rigor-relevance-framework.php
NEA Common Core State Standards Toolkit	This toolkit is intended to be a fully dynamic resource of information on Common Core State Standards and contains six critical areas for understanding and preparing for implementation of the Common Core State Standards.	http://www.nea.org/home/ccss-toolkit.htm
Learning Forward	Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement.	http://learningforward.org/standards-for-professional-learning#.VFKAa2B0yM8

ENGLISH LANGUAGE ARTS/LITERACY RESOURCES:

Title	Brief Description	Location
English Language Arts and Literacy Common Core Standards	Common Core Standards for ELA and Literacy in the content areas.	http://www.corestandards.org/ELA-Literacy/
Understanding the Shifts in ELA and Literacy	Find out more about the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.	http://www.ode.state.or.us/search/page/?id=3424
Beyond Fiction	In this research brief, the Center for Public Education examines the role of informational reading in postsecondary education, workplace and day-to-day life and how well American students and adults perform in this domain.	http://www.centerforpubliceducation.org/beyondfiction
Shift Kits	The English Language Arts (ELA) shift kits were designed in partnership with the ISBE and the ELA Content Specialists. There are nine separate kits based on PARCC's advances as well as one administrator's kit.	http://education.illinoisstate.edu/casei/ela/

MATHEMATICS RESOURCES:

Title	Brief Description	Location
Mathematics Common Core Standards	Common Core Standards for Mathematics.	http://www.corestandards.org/Math/
Progressions Documents for Common Core Math Standards	Narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics.	http://achievethecore.org/page/254/progressions-documents-for-the-common-core-state-standards-for-mathematics-detail-pg
The Mathematics Common Core Toolbox	This site has the Mathematics Common Core Content Standards.	http://www.ccsstoolbox.org/
Inside Mathematics	Professional resources around the math content standards and practice standards.	http://www.insidemathematics.org/common-core-resources

SOCIAL STUDIES RESOURCES:

Title	Brief Description	Location
College, Career, and Civic Life (C3)	Document outlining the framework for social studies released by the states after 3 years of work.	http://www.socialstudies.org/c3

SCIENCE RESOURCES:

Title	Brief Description	Location
Next Generation Science Standards	Various arrangements of the newly revised science standards.	http://www.nextgenscience.org/next-generation-science-standards
NSTA Learning Center (National Science Teachers Association)	Links to the NSTA Web Seminar Archives. Each on-demand program is approximately 60-minute long.	http://learningcenter.nsta.org/products/web_seminar_archive_sponsor.aspx

MEDIA AND ARTS RESOURCES:

Title	Brief Description	Location
National Core Arts Standards	Dance, Media Arts, Music, Theatre And Visual Arts standards.	http://www.nationalartsstandards.org/

FOREIGN LANGUAGE RESOURCES:

Title	Brief Description	Location
World-Readiness Standards for Learning Languages	The National Standards for Learning Languages from the American Council on the Teaching of Foreign Languages.	http://www.actfl.org/publications/all/world-readiness-standards-learning-languages

CAREER/TECHNICAL SUBJECTS RESOURCES:

Title	Brief Description	Location
Common Core Literacy Standards in CTE	Webinar that reviews the Common Core State Standards for Literacy in the Technical Subjects and examines strategies for implementation within the Career and Technical classroom.	http://mediaportal.education.ky.gov/college-and-career-readiness/career-and-technical-education/2012/12/implementing-common-core-standards-in-technical-subjects/

ENGLISH LANGUAGE LEARNERS RESOURCES:

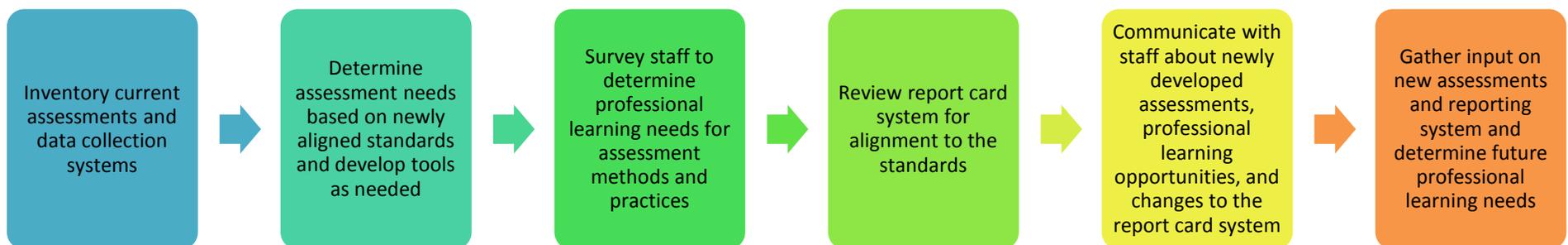| Title	Brief Description	Location
English Language Learners (ELD) Standards (World-Class Instructional Design and Assessment – WIDA)	WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework.	http://www.wida.us/standards/eld.aspx

Determining Assessment Methods and Practices

OUTCOME: A balanced system of assessments aligned to the learning and rigor of the standards.

GUIDING QUESTIONS:

- What is the purpose for each assessment? Who are the users of and what are the uses of results for each?
- Is there a balanced system of assessments to measure students learning proficiency and growth (pre-, post-, ongoing)?
- What learning targets, or standards, will be assessed on each assessment? Do the items assess the level of rigor (thinking) required by the standards or targets?
- What components are needed to design high-quality, rigorous assessments?
- How will students be involved in the assessment process?
- How will students know what the evidence of learning needs to look like in order to demonstrate mastery?
- How will assessment results be communicated to students and parents?
- How aligned and effective is the report card for informing parents/guardians about student learning?
- What professional learning is needed to support high-quality, rigorous assessment design?
- What professional learning is needed to understand a standards-based reporting system?

Figure 5 Suggested Workflow for Determining Assessment Methods and Practices

Inventory current assessments and data collection systems → Determine assessment needs based on newly aligned standards and develop tools as needed → Survey staff to determine professional learning needs for assessment methods and practices → Review report card system for alignment to the standards → Communicate with staff about newly developed assessments, professional learning opportunities, and changes to the report card system → Gather input on new assessments and reporting system and determine future professional learning needs

UNDERSTANDING ASSESSMENT RESOURCES:

Title	Brief Description	Location
Check for Understanding	Assess what students know on a regular basis. As a result, you recognize each student's learning needs and can tailor your instruction to support success.	http://successatthecore.com/teacher-development/strategy.aspx?id=24
Guiding Self-Assessment	Teach students to check their understanding of concepts and evaluate their work. They gain metacognitive skills that boost the quality of their work and help them determine when they need your support.	http://successatthecore.com/teacher-development/strategy.aspx?id=25
Common Formative Assessment	Gain the knowledge and skills it needs to help teachers use common formative assessments.	http://successatthecore.com/leadership-development/module.aspx?module=3
Association for Achievement and Improvement through Assessment	The Assessment Reform Group (ARG) has been at the forefront of challenging thinking and practice in relation to all aspects of assessment, including assessment for learning.	http://www.aaia.org.uk/afl/assessment-reform-group/
Transforming Assessment	Devoted to helping educators use "assessment for learning" to improve student learning and raise standards.	http://annedavies.com/transformingAssessment.html
Partnership for Assessment of Readiness for College and Careers (PARCC)	Practice tests and other resources for teachers online.	http://www.parcconline.org/
Smarter Balanced Assessment Consortia	Practice tests and other resources for teachers online.	http://www.smarterbalanced.org/
Assessment Evaluation Tool (AET)	A tool to evaluate grade or course-level assessments for alignment to the CCSS.	http://achievethecore.org/page/606/assessment-evaluation-tool-aet-list-pg
Assessment Passage and Item Quality Checklist	Tool for evaluating assessment passages and assessment items or tasks alignment to the CCSS.	http://achievethecore.org/page/607/assessment-passage-and-item-quality-criteria-checklist-list-pg
Student Assessment Inventory	The tool supports a process by which districts evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is of high quality, is providing the information needed for specific school and district purposes, and is supported by structures and routines so that assessment results are actually used and action steps taken that will help students.	http://www.achieve.org/assessmentinventory
Rutgers Center for Teaching Excellence	Resources on student evaluation and assessment.	http://meg.rbhs.rutgers.edu/cte/student_evaluation/studentevaluation.html

LITERACY ASSESSMENT RESOURCES:

Title	Brief Description	Location
Reading and Writing Project	Teachers, coaches and principals are always looking for better resources to strengthen their work in classrooms. The site supports that work by putting up important and useful resources that change throughout the year. The site has examples of the sort of writing students produce at every grade level, K-8. The samples selected represent good work from the widest possible range of students. There are also many lists of recommended books and tools that you can use to assess your students' growth in writing and reading.	http://readingandwritingproject.org/resources

MATHEMATICS ASSESSMENT RESOURCES:

Title	Brief Description	Location
Balanced Assessment in Mathematics	Library of over 300 mathematics assessment tasks is available through this web site. Teachers may use these materials in their own classrooms at no cost.	http://balancedassessment.concord.org/
Mathematics Assessment Project (MAP)	Math assessment tasks for middle and high school by the Mathematics Assessment Resource Service (MARS).	http://www.map.mathshell.org.uk/materials/tasks.php?taskid=392&subpage=expert (Middle school) http://www.map.mathshell.org.uk/materials/tasks.php (High school)
Inside Mathematics Performance Assessment Tasks	Grade-level formative performance assessment tasks with accompanying scoring rubrics and discussion of student work samples. They are aligned to the Common Core State Standards for Mathematics.	http://www.insidemathematics.org/performance-assessment-tasks

Aligning Instructional Practices with Standards and Assessments

OUTCOME: Teachers utilize effective, research-based instructional practices and strategies.

GUIDING QUESTIONS:

- What high-yield instructional frameworks/models are used within each area of instruction?
- What high-yield instructional practices should teachers and district leaders consider as they prepare to implement?
- What components are necessary to support development of high-quality instructional units?
- How will instruction be differentiated to support all learners?
- Are instructional experiences aligned with the level of rigor (thinking) so that students are able to demonstrate mastery of the expected standards/targets?
- Are supports identified in the unit plan for students who have not yet learned the required standards/targets? For students who have already learned?
- What professional learning will be needed to support teachers in understanding and using the identified instructional framework and practices?
- How will implementation of identified instructional frameworks/models and practices be monitored for effectiveness?

Figure 6 Suggested Work Flow for Aligning Instructional Practices with Standards and Assessments

Research high-yield instructional frameworks/models and strategies → Determine high quality instructional unit components that address the needs of all learners → Design high quality instructional units based on high-yield instructional frameworks/models and incorporating high-yield instructional strategies → Plan professional learning opportunities to support implementation of instructional frameworks, strategies, and units → Gather feedback on professional learning opportunities to determine future professional learning needs

GENERAL RESOURCES:

Title	Brief Description	Location
Instructional Practice Guide	The Instructional Practice Guide includes coaching and lesson planning tools to help teachers and those who support teachers to make the Shifts in instructional practice required by the Common Core State Standards (CCSS).	http://achievethecore.org/page/969/instructional-practice-guide-list-pg
Better Lesson	Free resource from the Share My Lesson team featuring the highest quality Common Core-aligned lessons created through our innovation fund project in partnership with NEA, AFT and other vetted resources.	http://cc.betterlesson.com/mtp
Depth of Knowledge	Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.	http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm
AFT Share My Lesson	Lessons aligned to the Common Core created by teachers, for teachers.	http://www.sharemylesson.com/
Teaching Channel	Videos of classroom instruction aligned to the common core.	www.teachingchannel.org/videos?page=1&categories=organizations_national,topics_common-core&load=1
Universal Design for Learning (UDL)	The UDL Guidelines are organized according to the three main principles of UDL that address representation, expression, and engagement. The UDL framework, can assist anyone who plans lessons/units of study or develops curricula (goals, methods, materials, and assessments) to reduce barriers, as well as optimize levels of challenge and support, to meet the needs of all learners from the start.	http://www.udlcenter.org/aboutudl/udlguidelines

LITERACY RESOURCES:

Title	Brief Description	Location
Instructional Practice Guide	The Instructional Practice Guide includes coaching and lesson planning tools to help teachers and those who support teachers to make the Shifts in instructional practice required by the Common Core State Standards (CCSS).	http://achievethecore.org/page/969/instructional-practice-guide-list-pg
A Primer on Close Reading of Text	Assist teachers in understanding and employing the Common Core instructional emphasis on Close Reading in the classroom.	http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1396
ELA / Literacy Lesson Bank	A library of almost 300 free, teacher-developed Common Core-aligned lessons for grades 3-10. Includes lessons for popular stories, nonfiction texts, basal readers, and anthologies.	http://achievethecore.org/page/788/ela-literacy-lesson-bank?utm_medium=email&utm_campaign=AchievetheCore%2520Launch&utm_content=AchievetheCore%2520Launch+CID_ef3013ec0d74bef37b25fdce78242ff9&utm_source=Email%2520marketing%2520software&utm_term=lesson%2520bank
Effective Writing for All Students	Hundreds of samples of Common Core-aligned student work from K-12 classrooms around the country.	http://achievethecore.org/page/507/in-common-effective-writing-for-all-students
Sqworl Site of Language Arts Resources	A site which houses links to numerous websites supporting instruction and resources for language arts.	http://sqworl.com/ewpf8h
Newsela	Newsela is free for students to explore a world of nonfiction and test their comprehension. Updated daily with real-world news from major publications, students can participate in conversation about the most urgent topics of our time, all while becoming stronger readers.	https://newsela.com/
ReadWorks	Site of free lesson plans, texts, and question sets aligned to Common Core State Standards.	http://www.readworks.org/
TextProject	TextProject aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.	http://www.textproject.org/

MATHEMATICS RESOURCES:

Title	Brief Description	Location
Instructional Practice Guide	The Instructional Practice Guide includes coaching and lesson planning tools to help teachers and those who support teachers to make the Shifts in instructional practice required by the Common Core State Standards (CCSS).	http://achievethecore.org/page/969/instructional-practice-guide-list-pg
Standards for Mathematical Practice	The eight Mathematical Practice Standards	http://www.ccsstoolbox.org/
Sqworl Site of Math Resources	A site which houses links to numerous websites supporting instruction and resources for math.	http://sqworl.com/8wnhbv
National Council Teachers of Mathematics (NCTM)	Resources to support the teaching of mathematics	http://www.nctm.org/resources/default.aspx?id=230
Illustrative Mathematics	Math standards, lessons and tasks to support the Common Core Math Standards.	https://www.illustrativemathematics.org/
Inside Mathematics	Problems of the month aligned to expectations of the Common Core.	http://www.insidemathematics.org/problems-of-the-month
Illuminations	Site with lesson plans and interactives aligned to the Common Core Math standards.	http://illuminations.nctm.org/Default.aspx
Enriching Mathematics (NRICH)	A site by the University of Cambridge with games and interactives to support mathematics instruction.	http://nrich.maths.org/frontpage

SCIENCE RESOURCES:

Title	Brief Description	Location
EQuIP Rubric for Lessons and Units in Science	Provides criteria by which to measure the alignment and overall quality of lessons and units with respect to the NGSS.	http://www.nextgenscience.org/resources
Evaluating Resources for the NGSS: The EQuIP Rubric	Link to a webinar provided by the National Science Teachers Association (NSTA) on how to utilize the EQuIP rubric to measure effectiveness of lessons and units in addressing the NGSS.	http://learningcenter.nsta.org/products/symposia_seminars/NGSS/webseminar41.aspx
Understanding Language from Stanford University	Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs	http://ell.stanford.edu/publication/language-demands-and-opportunities-relation-next-generation-science-standards-ells
Sqworl Site of Science Resources	A site which houses links to numerous websites supporting instruction and resources for science.	http://sqworl.com/vl8sx7
ScienceDaily	Site with the latest research news in print and video.	http://www.sciencedaily.com/news/space_time/nasa/

SOCIAL STUDIES RESOURCES:

Title	Brief Description	Location
Sqworl Site of Social Studies Resources	A site which houses links to numerous websites supporting instruction and resources for social studies.	http://sqworl.com/varbgs
Pros and Cons of Controversial Issues	A site promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, primarily pro-con format.	http://www.procon.org/

CAREER/TECHNICAL EDUCATION RESOURCES:

Title	Brief Description	Location
CCSS – CTE Classroom Tasks	Instructional tasks that demonstrate how Career Technical Education (CTE) content can be leveraged throughout high school mathematics.	http://www.achieve.org/ccss-cte-classroom-tasks

Reviewing and Selecting Resources

OUTCOME: Staff utilizes a variety of high-quality resources to support student learning of the standards.

GUIDING QUESTIONS:

- Do the instructional materials support the development of student proficiency with the knowledge and skills required by the standards?
- Do the instructional materials provide sufficient experiences that build in a logical way to support student learning of the standards within the grade level?
- Is the resource content progression across the grades consistent with the progression in the standards? (across grade question)
- What are the strengths and weaknesses of the instructional materials?
- If any gaps exist, can those gaps be realistically addressed with supplemental materials?
- Are adequate amounts of materials/resources available?
- What professional learning will be needed to effectively utilize materials/resources?

Figure 7 Suggested Work Flow for Reviewing and Selecting Resources

Identify gap between current resources and resources needed to align with standards	Research programs aligned to standards to address gaps	Establish a process for reviewing and selecting needed resources including consideration of the available budget	Determine timeline for review, selection, input, stakeholder communication, ordering, distribution, professional learning, and implementation	Develop a plan for supporting the professional learning needs of all staff	Gather input on implementation of the new resources and determine future learning needs

RESOURCES:

Title	Brief Description	Location
Instructional Materials Evaluation Tool (IMET)	Tool for evaluating a comprehensive textbook or textbook series for alignment to the CCSS. For use with ELA/literacy materials for grades K-2 or 3-12 and for mathematics materials K-8 or high school.	http://achievethecore.org/page/783/instructional-materials-evaluation-tool-imet-list-pg
EQuIP Quality Review Rubric (ELA and Math)	A tool to evaluate the alignment of lessons, units and modules to the CCSS, K-12.	http://achievethecore.org/page/605/equip-quality-review-rubric-list-pg
EQuIP Rubric Lessons and Units in Science	Provides criteria by which to measure the alignment and overall quality of lessons and units with respect to the Next Generation Science Standards (NGSS).	http://www.nextgenscience.org/resources
Publishers Criteria	The Publishers' Criteria for ELA / Literacy and the Publishers' Criteria for Mathematics support faithful implementation of the Common Core State Standards by providing criteria for aligned materials.	http://achievethecore.org/page/686/publishers-criteria-list-pg
Additional tools for evaluating alignment of materials	Additional tools to evaluate the alignment of a variety of materials to the CCSS.	http://achievethecore.org/page/609/additional-resources-for-evaluating-the-alignment-of-materials-list-pg
Leadership in Mathematics Education (NCSM)	Set of three tools can assist textbook selection committees, school administrators, and K-12 teachers in the selection of curriculum materials that support implementation of the Common Core State Standards in Mathematics. The tools are designed to provide educators with objective measures and information to guide their selection of mathematics curriculum materials based on evidence of the materials' alignment with the CCSSM including the Standards for Mathematical Practice, grade level content, equity, technology, and assessment.	http://www.mathedleadership.org/ccss/materials.html

Engaging Parents/Guardians and Community
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

Engaging Parents/Guardians and Community

OUTCOME: Parents and community support students, educators, schools, and districts in increasing learning of students in the home and community.

GUIDING QUESTIONS:

- How will parents be informed about student learning expectations?
- How will parents be involved in reviewing and providing input into curriculum and instructional materials?
- What opportunities for collaboratively supporting student learning outside the school day can be offered in partnership with community organizations?
- What support will the district provide to support ongoing communication of student learning expectations?
- How are student involved in tracking, monitoring, and reporting their learning to parents/guardians?
- What systems are in place to support parents/guardians with student learning at home?

Figure 8 Suggested Workflow for Engaging Parents/Guardians and Community

Design processes for gathering input from parents/guardians regarding curricular programs and/or policies	→	Determine communication methods to inform parents/guardians about learning expectations	→	Develop and distribute materials to support learning at home	→	Examine processes for parent conferences and communication	→	Investigate possible partnerships with community organizations and colleges to support student learning

RESOURCES:

Title	Brief Description	Location
Parents' Guides to Student Success	Provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.	http://www.pta.org/parents/content.cfm?ItemNumber=2583
Parent Roadmaps to the Common Core - ELA	Provide guidance to parents about what their children will be learning and how they can support that learning in grades K-12. These parent roadmaps for each grade level also provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school.	http://www.cgcs.org/Page/328 http://www.cgcs.org/Page/261 (Spanish)
Parent Roadmaps to the Common Core - Mathematics		http://www.cgcs.org/Page/244 http://www.cgcs.org/Page/263 (Spanish)
A Flyer for Families	Makes the Common Core accessible to families and other stakeholders, explaining what the standards are and why they are important for improving public education.	http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1595 http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1596
Resources for Learning at Home	Grade-specific resources to support a child's learning of the Common Core at home.	http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/LearningAtHome/default.htm
Common Core State Standards (National Center for Learning Disabilities)	This site for parents of students with learning disabilities provides answers to the question: What are Common Core State Standards, and how do they affect your child's education?	http://www.ncld.org/students-disabilities/common-core-standards
Understanding the Common Core Standards: What they are, and what they are not	This is a document which provides the history of the Common Core Standards and traces its development and possible impact. The final section provides information for Boards of Education and their role in supporting the Core.	www.centerforpubliceducation.org/Main-Menu/Policies/Understanding-the-Common-Core/Understanding-the-Common-Core-Standards-PDF.pdf
American Federation of Teachers Parent Letters (Math topics)	Sample parent letters on selected mathematics topics for grades K-8. The aim is to help parents better understand some of the new language in the Common Core State Standards (CCSS) and strategies they may see their children use.	http://www.sharemylesson.com/article.aspx?storyCode=50006739
Great Kids Milestones	The site includes essential videos of children demonstrating what the skills in reading, writing and math look like, grade by grade.	http://milestones.greatkids.org/?utm_source=PARCC+Updates+11%2F13%2F14&utm_campaign=11%2F13%2F2014+Update&utm_medium=email
Parent-Teacher Home Visit Project	Inexpensive and easily replicated model of family engagement that builds trust and respect, instills cultural competency and increases personal and professional capacity for all involved.	http://www.pthvp.org/

Establishing a System for Continuous Improvement

Establishing a System for Data Analysis
Awareness
Planning
Implementation and Monitoring
Professional Learning Topics
Communication and Feedback

OUTCOME: Collaborative discussion of data that is timely, relevant to improve student learning, and focused on continuous improvement of the teaching and learning system.

GUIDING QUESTIONS:

- What assessment system is in place to measure student learning? Is the system a balanced system of assessment?
- What level of assessment literacy exists amongst all staff?
- How is a data management system utilized to provide timely data that is in an easy to use format?
- How are data trends and patterns used to measure student learning? How are data used to determine the greatest area of need?
- How are learning goals aligned throughout the system (i.e., student goals to individual teacher goals to team goals to school goals)?
- What professional learning will be provided to support assessment literacy and use of data to adjust instruction?
- How are students involved in analyzing their own learning data (goal setting, tracking and monitoring, etc.)?
- How does the system use data to continually improve the teaching and learning systems?

Figure 9 Suggested Work Flow for Establishing a System for Continuous Improvement

Review data collection system for ease of use and timeliness of data → Define a balanced system of assessments → Analyze data for strengths and areas of focus at all levels → Define a process for goal setting at all levels → Plan professional learning for staff on assessment literacy and data analysis → Gather feedback on assessment systems and professional learning to plan future professional learning needs of staff

RESOURCES:

Title	Brief Description	Location
Why Data Matters	Designed to guide people through the questions they should be asking about their schools, and point to the data sources that offer answers.	http://www.data-first.org/
Looking at Student Work	This web site presents the work of educators committed to new ways of looking at student work, ways that emphasize: •teachers looking together at student work with colleagues •focusing on small samples of student work •reflecting on important questions about teaching and learning •using structures and guidelines ("protocols") for looking at and talking about student work.	http://www.lasw.org/welcome.html
Using Classroom Data to Improve Student Achievement	the video series Using Classroom Data to Improve Student Achievement builds the capacity of principals and teacher-leaders to use student achievement data to improve instructional practice.	http://www.classroomdata.org/index.cfm
All Things Assessment	A collaborative site where educators can discover new assessment practices, as well as ideas for refining their current systems or processes. This purely objective resource is for educators committed to ensuring student success through best assessment practices.	http://www.allthingsassessment.info/

APPENDIX

Contents

Forming Committees/Teams

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Establish and develop teams to conduct district-level collaborative work for alignment across the organization.*	👁 Determine area(s) needing change or improvement based on data; initiate committee/team to address 👁 Know system change processes 👁 Initiate team to review a current educational program 👁 Initiate team to incorporate or address new federal/state/local mandates 👁 Review budget for funds to support the work of committees/teams, professional learning, and possible resources	Work with union leadership to: ✏ Generate communication regarding formation of a committee/team ✏ Establish research-based high performing team training for the committee/team ✏ Determine how collaborative norms will be established and monitored each meeting ✏ Determine a process for identifying the teacher leader to serve as co-facilitator of the committee/team	🗨 Leadership skills (leading change, meeting facilitation, etc.) 🗨 Research on high-performing teams 🗨 Research on systems change 🗨 Protocols for developing and monitoring collaborative norms 🗨 Team-building/culture building 🗨 Adult learning theory and principles 🗨 Adult emotional intelligence 🗨 Learning Forward's *Standards for Professional Learning*	🔑 Review list of district-level committees/teams members to ensure equitable and diverse representation 🔑 Monitor research-based high performing team practices to maintain a safe culture for achieving the work	📢 Provide communication regarding formation of district committees/teams for distribution to all relevant stakeholders 📢 Communicate status and work of all committees/teams to Board of Education on a regular basis 📢 Communicate final committee/team list to all staff

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Ensure communication and support for staff participation on district teams.*	👁 Work with district administration in determining committees/teams needing to be formed based on data, curriculum review cycle, or mandates 👁 Know system change processes 👁 Work with district administration in determining appropriate committees/teams representation	Work with district administration to: ✏ Generate communication regarding formation of a committee/team ✏ Establish research-based high performing team training for the committee/team ✏ Determine how collaborative norms will be established and monitored each meeting ✏ Determine a process for identifying the teacher leader to serve as co-facilitator of the committee/team	📣 Leadership skills (leading change, meeting facilitation, etc.) 📣 Research on high-performing teams 📣 Research on systems change 📣 Protocols for developing and monitoring collaborative norms 📣 Team-building/culture building 📣 Adult learning theory and principles 📣 Adult emotional intelligence 📣 Learning Forward's *Standards for Professional Learning*	🔑 Review list of district-level committees/teams members to ensure equitable and diverse representation 🔑 Review process for ensuring research-based high performing team practices are maintained	📢 Support and broadcast district communication around newly forming committees/teams 📢 Actively encourage participation of teachers/specialists 📢 Foster broader support for change among union leadership and membership
School Leadership Team Purpose: *Ensure representation of school staff on district teams and establish a process for ongoing communication about the work progress of district teams.*	👁 Secure information about newly forming district committees/teams 👁 Ensure staff representation is diverse and representative of school demographics	✏ Allocate time at school meetings and grade level/department meetings for ongoing communication about progress of the district-level work ✏ Allocate time at labor-management school level meetings for communication about district-level work	📣 Leadership skills (leading change, meeting facilitation, etc.) 📣 Research on high-performing teams 📣 Protocols for developing and monitoring collaborative norms 📣 Team-building/culture building 📣 Adult learning theory and principles 📣 Adult emotional intelligence 📣 Learning Forward's *Standards for Professional Learning*	🔑 Ensure school staff is aware of district-level committees/teams 🔑 Gather information from district administration on staff representing the school on district-level committees/teams	📢 Inform district administration of desire to participate on newly forming district committees/teams 📢 Provide information to school staff (union leaders, teachers/specialists) about need for participants on newly forming district committees/teams

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Teacher, Specialist, and School Staff Purpose: *Participate and contribute on district teams to design and improve educational programming.*	👁 Stay informed by connecting with communications from school administration and union leaders around newly forming district committees/teams 👁 Consider joining newly forming committees/teams 👁 Consider serving as a co-facilitator of a newly forming committee/team		Teachers/Specialists selected for committees/teams: 🐟 Research on high-performing teams 🐟 Protocols for developing and monitoring collaborative norms 🐟 Team-building/culture building 🐟 Adult learning theory and principles 🐟 Adult emotional intelligence 🐟 Learning Forward's *Standards for Professional Learning*	Teachers/Specialists selected for committees/teams: 🔑 Attend all scheduled meetings 🔑 Complete research, assignments or other tasks as needed or requested by committee/team or facilitators 🔑 Participate in committee/team meetings and contribute to work of the committee/team 🔑 Provide your school staff with ongoing feedback about committee/team progress and decisions 🔑 Demonstrate leadership and commitment to the work of the committee/team	🗣 Inform district and school administration and union leaders of desire to participate on newly forming district committees/teams 🗣 Provide feedback to school administrator on satisfaction with communication about district-level work
Student Purpose: *Not applicable in this stage of the process*					

Understanding and Implementing Standards

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Support committees/teams in understanding and unpacking standards into learning targets.*	👁 Knowledge of current national and/or state standards 👁 Know system-wide strengths and areas for growth in student learning 👁 Determine availability of collaboration time for staff to discuss student learning expectations 👁 Understand the importance of developing learning targets	Work with union leadership and identified co-facilitator to: ✐ Deepen knowledge of national and/or state standards ✐ Design learning opportunities for committees/teams to deepen their understanding ✐ Review and select the process for unpacking standards, identifying priority standards, and writing into student-friendly language Work with the committee/team to: ✐ Identify priority standards ✐ Plan for gathering feedback on the draft work and priority standards ✐ Revise draft based on feedback ✐ Write priority standards in student-friendly language ✐ Plan professional learning necessary for successful roll-out of the final work ✐ Determine how to measure what is working and what might be impeding implementation of the standards	🗣 National and/or state standards 🗣 Tools and scales to define rigor 🗣 Processes for unpacking standards, identifying priority standards, and writing into student-friendly language 🗣 Learning Forward's *Standards for Professional Learning*	🔑 Monitor and address obstacles to availability of collaboration time for teachers to discuss student learning expectations Committee/Team needs to: 🔑 Know and understand how to determine the level of rigor of the standards 🔑 Unpack the standards into learning targets 🔑 Provide a draft of the work to all staff for input 🔑 Respond to feedback from staff on draft document 🔑 Roll-out the final work to all staff 🔑 Collect data regarding implementation 🔑 Survey staff on professional learning needs	📢 Share timeline of committee/team work to all staff 📢 Communicate status and work of all committees/teams to Board of Education on a regular basis 📢 Utilize a feedback loop to gather information from staff on clarity of the draft work before finalizing 📢 Share with union leaders the process identified by the committee/team to gather implementation data 📢 Utilize feedback from school administration and union leaders to design further professional learning based on needs 📢 Share learning expectations with parents and community

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Support the work, final products, implementation, and professional learning identified by committees/teams.*	👁 Working knowledge of current national and/or state standards 👁 Know strengths and areas for growth in student learning across the system 👁 Know the timeline for the work of the committee/team 👁 Know the process for gathering implementation data 👁 Determine availability of collaboration time for staff to discuss student learning expectations	Work with district administration and co-facilitator to: ✎ Deepen knowledge of national and/or state standards ✎ Design learning opportunities for committees/teams to deepen their understanding ✎ Review and select the process for unpacking standards, identifying priority standards, and writing student-friendly language	🗣 National and/or state standards 🗣 Tools and scales to define rigor 🗣 Processes for unpacking standards, identifying priority standards, and writing into student-friendly language 🗣 Learning Forward's *Standards for Professional Learning*	🔑 Encourage all staff to provide feedback on the draft work of the committee/team 🔑 Review the gathered implementation data 🔑 Monitor, and share with district administration, obstacles to availability of collaboration time for teachers to discuss student learning expectations	📢 Broadcast and support the opportunity for feedback by all staff 📢 Broadcast and support implementation for the work of the committee/ team 📢 Broadcast and support the opportunity for staff to provide input on professional learning needs
School Leadership Team Purpose: *Engage school staff in understanding and implementing the work of committees/teams.*	👁 Knowledge of current national and/or state standards 👁 Know student learning strengths and areas for growth at district, school, grade, and classroom levels 👁 Know the committee/team timeline for the work 👁 Know the process for gathering implementation data	👁 Identify opportunities for staff to engage in deepening their understanding of the standards 👁 Provide time for teachers to review and provide feedback on draft work of the district committee/team	🗣 National and/or state standards 🗣 Process used by the district committee/team for unpacking, identifying priority standards, and writing into student-friendly language 🗣 Tool or scale used by the district committee/team for defining rigor 🗣 Learning Forward's *Standards for Professional Learning*	🔑 Provide collaboration time for staff to provide feedback on the draft work of the committee/team 🔑 Support and monitor implementation of the committee/team work within the school 🔑 Provide collaboration time for staff to discuss student learning expectations and needs 🔑 Determine professional learning needs of staff	📢 Broadcast and support the opportunity for feedback by all staff 📢 Broadcast and support implementation for the work of the committee/ team 📢 Share implementation data with school staff 📢 Discuss school professional learning needs with district administration 📢 Share learning expectations with parents

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Teacher, Specialist, and School Staff Purpose: *Know and prepare for implementing the work of district-level committees/teams.*	• Knowledge of current national and/or state standards • Know strengths and areas for growth in student learning at the district, school, grade, and classroom • Know the committee/team timeline for the work • Know the process for gathering implementation data	Work with grade level/ department team to schedule time to: ✎ Understand the standards ✎ Incorporate the standards into classroom instruction ✎ Provide feedback to the committee/team	• National and/or state standards • Process used by the district committee/team for unpacking, identifying priority standards, writing into student-friendly language • Tool or scale used by the district committee/team for defining rigor • Learning Forward's *Standards for Professional Learning*	• Implement with fidelity, the final work of the committee/team • Discuss and support implementation within the department/grade level team during collaboration time • Engage students in understanding expectations for learning • Share student-friendly targets with students	• Provide feedback on the work of the committee/team • Provide feedback on what is working and what is impeding implementation of the standards • Discuss professional learning needs with school administration and union leaders • Share student-friendly learning targets with students for the year, units of instruction, and daily lessons • Engage in conversations with students about their learning • Share learning expectations with parents
Student Purpose: *Know and understand the expectations for learning.*	• Know learning targets for the year/course/ units of instruction			• Set learning goals aligned to curricular targets • Monitor progress toward learning goals	• Engage in conversations with teachers and parents/guardians about learning needs

Determining Assessment Methods and Practices

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Facilitate selection and/or design of high-quality, rigorous assessments.*	• Effectiveness of current system of assessment • Availability of, or need for, a data collection system • Determine availability of collaboration time for staff to discuss assessment • Determine needs for staff learning on assessment design and assessment practices • Understand the importance of aligning assessment items to the learning targets/standards • Know the strengths and limitations of various data types and sources	Work with union leadership to: 🖉 Deepen understanding of high quality, rigorous assessment 🖉 Form teams to develop district benchmark assessments 🖉 Write a charge for creating a team to research and define a standards-based reporting system 🖉 Plan professional learning for staff on high quality assessment and assessment for learning strategies	📣 Balanced assessment (formative, summative) 📣 Components of high quality assessments 📣 Effective assessment practices 📣 Rubric design 📣 Standards-based assessing and reporting 📣 Learning Forward's *Standards for Professional Learning*	⚲ Monitor availability of collaboration time for staff to discuss assessment ⚲ Support design of meaningful, high quality assessments ⚲ Provide training on developing and examining classroom assessments ⚲ Provide training on assessment for learning strategies ⚲ Monitor staff satisfaction with assessment learning	📢 Communicate work and decisions of all committees/teams to Board of Education on a regular basis 📢 Conduct a survey to determine the assessment literacy of teachers 📢 Act upon the feedback received to improve or refine 📢 Communicate actions taken based on feedback 📢 Communicate the District system of balanced assessment

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Support teachers in learning about and using high quality assessments.*	👁 Knowledge of quality assessment design 👁 Know tenets of standards-based reporting 👁 Determine availability of collaboration time for staff to discuss assessment 👁 Determine needs for staff learning on assessment design and assessment practices 👁 Know the strengths and limitations of various data types and sources	Work with district leadership to: ✎ Deepen understanding of designing high quality, rigorous assessments ✎ Write a charge for forming teams to develop district benchmark assessments ✎ Write a charge for creating a team to research and define a standards-based reporting system ✎ Plan professional learning for staff on high quality assessment and assessment for learning strategies	📌 Balanced assessment 📌 Standards-based reporting 📌 Components of high-quality, rigorous assessments 📌 Rubric design 📌 Assessment for learning strategies 📌 Learning Forward's *Standards for Professional Learning*	⚲ Monitor availability of collaboration time for staff to discuss assessment ⚲ Support design of meaningful, high quality assessments ⚲ Monitor staff satisfaction with assessment professional learning opportunities	📢 Broadcast completion of the needs survey on assessment literacy by staff 📢 Broadcast and support training on assessment literacy for staff 📢 Broadcast support for district benchmark assessments 📢 Discuss professional learning needs of staff with district administration
School Leadership Team Purpose: *Engage and support teachers in use of high quality assessments.*	👁 Knowledge of quality assessment design 👁 Know assessment for learning strategies 👁 Know tenets of standards-based reporting 👁 Know the strengths and limitations of various data types and sources	✎ Identify opportunities for staff to engage in deepening their understanding of assessment design ✎ Identify opportunities for staff to learn about assessment for learning strategies	📌 Balanced assessment 📌 Standards-based reporting 📌 Steps to designing high quality assessments 📌 Rubric design 📌 Assessment for learning strategies 📌 Learning Forward's *Standards for Professional Learning*	⚲ Provide collaboration time for staff to develop or examine common assessments ⚲ Monitor and address obstacles to availability of collaboration time for teachers to discuss student learning expectations ⚲ Share benchmark assessment data with school staff ⚲ Monitor needs of staff for learning and support around assessment	📢 Broadcast and support administration of district benchmark assessments 📢 Discuss school professional learning needs with district administration
Teacher, Specialist, and	👁 Knowledge of components of high quality assessments	✎ Work with grade level or content team to develop or	📌 Assessment design process	⚲ Utilize data from assessments to adjust instruction	📢 Share assessment data with students and parents

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
School Staff Purpose: *Engage in selecting or designing and using high quality assessments for monitoring and measuring student proficiency and growth.*	👁 Knowledge of expected evidence of learning 👁 Knowledge of district level professional learning on assessments and assessment practices 👁 Know the strengths and limitations of various data types and sources	adapt common assessments ✎ Each teacher creates or adapts classroom assessments to meet the needs of their learners	🗨 Formative and summative assessment processes 🗨 Rubrics 🗨 Standards-based reporting 🗨 Assessment for learning strategies 🗨 Learning Forward's *Standards for Professional Learning*	🔑 Actively engage in conversation with peers around student work and expectations for learning	🔊 Provide students with descriptive feedback
Students Purpose: *Provide evidence of learning and growth on assessment tools.*	👁 Understand evidence needed to demonstrate learning			🔑 Collect evidence to track and monitor progress toward goals 🔑 Adjust learning and study behaviors based on assessment results	🔊 Engage in conversations with teachers about their learning 🔊 Share progress with parents

Aligning Instructional Practices with Standards and Assessments

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Facilitate identification and development of high-yield instructional frameworks, strategies, and units of instruction to support all students in the learning process.*	• Research the research of experts in the field of instructional frameworks/models and strategies • Identify high-yield instructional strategies currently implemented within the district • Understand high quality instructional unit development • Understand rigor levels and how they align to student learning targets • Understand the importance of aligning instructional strategies to the level of the learning target • Know the financial resources available and needed to support professional learning	Work with committee/team to: • Research high-yield instructional frameworks/models • Research high-yield instructional strategies • Identify a collection process to gather information regarding current implementation of identified high-yield instructional strategies • Plan a process to illicit teacher leaders who are effectively using high-yield instructional strategies and are willing to facilitate professional learning opportunities for other teachers • Build/develop high quality units of instruction • Identify professional learning topics, facilitators, process, and timeline • Identify process for supporting implementing identified high-yield instructional strategies	• High-yield instructional frameworks/models • High-yield instructional strategies • Differentiation • Tools and scales to define rigor • High quality instructional unit development • Professional Learning Communities • Learning Forward's *Standards for Professional Learning*	• Support use of grade level team meetings to review implementation of high-yield instructional strategies • Provide space, time, and budget for professional learning opportunities • Identify a process staff can use to reflect on the level of implementation of high-yield instructional strategies	• Communicate work and decisions of all committees/teams to Board of Education on a regular basis • Distribute a survey to gather information on current high-yield instructional strategies • Collect feedback from participants on the effectiveness of professional learning experiences • Act upon the feedback received to improve or refine • Communicate actions taken based on feedback

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Collaborate with administration and staff to understand and support identification and implementation of high-yield instructional frameworks, strategies, and units of instruction.*	• Understand the research of experts in the field of instructional frameworks/models and strategies • Understand the components of a high quality instructional unit • Understand rigor levels and how they align to student learning targets • Understand the importance of aligning instructional strategies to the level of the learning target • Know the financial resources available and needed to support professional learning	• Suggest possible teacher leaders in the area of high-yield instructional strategies for possible facilitation of professional learning opportunities for other teachers • Discuss possible professional learning topics, facilitators, process, and timeline with district administration • Provide input and participate in the identification process for implementation of high-yield instructional strategies	• High-yield instructional frameworks/models • High-yield instructional strategies • Differentiation • Tools and scales for defining rigor • High quality instructional unit development • Professional Learning Communities • Learning Forward's *Standards for Professional Learning*	• Review feedback provided by staff from the district provided professional learning opportunities • Identify a process staff can use to reflect on the level of high-yield instructional strategy implementation	• Broadcast and support completion of the survey to gather information on current high-yield instructional strategies • Communicate actions taken based on feedback

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
School Leadership Team Purpose: *Collaborate with staff to understand and support implementation of high-yield instructional frameworks, strategies, and units of instruction.*	◉ Know the district instructional frameworks/models and strategies ◉ Know the district high quality unit components ◉ Understand rigor levels and how they align to student learning targets ◉ Understand the importance of aligning instructional strategies to the level of the learning target ◉ Know the school financial resources available to support professional learning needs of staff	✎ Provide time for staff to discuss high-yield instructional strategies identified by the district committee/team ✎ Identify a collection process to gather information regarding current implementation of identified high-yield instructional strategies ✎ Provide time for staff collaboration to discuss the instructional units designed by the district committee/team ✎ Understand and support the implementation of high-yield instructional strategies	📣 High-yield instructional frameworks/models 📣 High-yield instructional strategies 📣 Tools and scales for defining rigor 📣 High quality instructional unit components 📣 Professional Learning Communities 📣 Learning Forward's *Standards for Professional Learning*	⚲ Gather feedback from staff regarding supports and barriers to the implementation of high-yield instructional strategies ⚲ Monitor and address obstacles to availability of collaboration time for teachers to discuss student learning expectations ⚲ Provide school level professional learning opportunities to address school staff needs	🗣 Support and provide opportunities for teachers to complete the district survey to gather information on current use of high-yield instructional strategies 🗣 Share staff feedback about supports and barriers to successful implementation of high-yield instructional strategies 🗣 Share information with staff about district provided professional learning opportunities 🗣 Gather and share feedback from school learning opportunities

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Teacher, Specialist, and School Staff Purpose: *Understand and implement high-yield instructional frameworks, strategies and units of instruction.*	👁 Know the district instructional frameworks/models and strategies 👁 Know the district high quality unit components 👁 Understand rigor levels and how they align to student learning targets 👁 Understand the importance of aligning instructional strategies to the level of the learning target 👁 Know the district and school professional learning opportunities available	✎ Articulate with grade level/department team regarding the findings from the research of high-yield instructional practices ✎ Provide input on current use of high-yield instructional practices ✎ Work with grade level/department team to understand the high quality instructional unit developed by the committee/team	🕬 High-yield instructional strategies 🕬 Tools and scales to define rigor 🕬 High quality instructional unit components 🕬 Assessment for learning strategies 🕬 Student conferencing 🕬 Professional Learning Communities 🕬 Learning Forward's *Standards for Professional Learning*	🔑 Provide input during grade level meetings regarding supports and barriers to the implementation of high-yield instructional strategies 🔑 Confer with students regarding individual learning goals 🔑 Participate in district and school provided professional learning opportunities	🗣 Complete the district survey to gather information on current high-yield instructional strategies 🗣 Provide feedback on district provided professional learning opportunities
Student Purpose: *Understand learning practices that best support their individual learning.*	👁 Understand strengths and areas for growth 👁 Steps in setting learning goals 👁 Self-reflection/self-assessment of performance 👁 Peer-review processes 👁 Know when to ask for learning support from teachers and/or parents-guardians			🔑 Use data from assessments and teacher feedback to determine strengths and areas of growth 🔑 Reflect with classroom teachers regarding achievement toward learning goals 🔑 Seek support from teacher and parents/guardians to improve learning	🗣 Work with peers to review work and provide feedback 🗣 Engage in conversations with teachers and parents/guardians about learning needs

Reviewing and Selecting Resources

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Facilitate selection of high-quality curricular programs/materials that support all students in the learning process.*	● Examine current curricular programs/materials for alignment to standards ● Research new curricular programs/materials for evidence of high-quality and alignment to standards ● Identify high performing districts and research curricular programs/materials being implemented in those districts ● Identify greatest areas of need and/or gaps for high-quality curricular programs/ materials	Work with the committee/team to: ✎ Identify a selection process of high-quality curricular programs/instructional materials ✎ Identify timeline for professional learning of staff on adopted programs/materials ✎ Identify staff responsible for implementing any new curricular programs/materials ✎ Identify costs associated with new curricular programs/materials ✎ Identify timeline for purchase of materials ✎ Identify timeline for full implementation of new curricular program/materials ✎ Generate criteria for successful implementation with committee/team	🔊 Process for identifying greatest area of need/gap 🔊 Standards alignment with curricular programs/materials 🔊 Process for selection of curricular programs/materials 🔊 Learning Forward's *Standards for Professional Learning*	🔑 Establish check-in timeline to determine additional professional learning needs of staff on adopted curricular programs/materials 🔑 Establish data points to monitor student learning as a result of new curricular programs/materials 🔑 With the committee/team, generate criteria for successful implementation with committee/team 🔑 With the committee/team, generate student surveys regarding engagement level of new curricular programs/materials from the learner perspective	🗣 Present committee/team recommendations for curricular programs/materials and needed budget to Board of Education for adoption 🗣 Identify communication needs for staff, parents and community regarding new curricular programs/materials 🗣 Gather feedback regarding implementation of curricular programs/materials 🗣 Gather data from student surveys on engagement of new curricular programs/materials 🗣 Act upon the feedback received to improve or refine 🗣 Communicate actions taken based on feedback

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Ensure input/participation of staff in determining the selection of high-quality curricular programs/materials.*	• Identify greatest areas of need and/or gaps for high-quality curricular programs/ materials • Criteria, generated by committee/team, to be used for measuring implementation of curricular programs/materials • Know the district's fiscal budget and the policies that influence budget development	• Work with administration to ensure all necessary staff input/participate in the selection process of new curricular programs/materials	• Process for identifying greatest area of need/gap • Standards alignment with curricular programs/materials • Process for selection of curricular programs/materials • Learning Forward's *Standards for Professional Learning*	• Review the implementation criteria generated by the committee/team • Collaborate with staff and administration to identify data points to monitor student learning as a result of new curricular programs/materials	• Communicate the importance of staff input/participation in the selection process of high-quality curricular programs/ materials • Collaborate with administration and staff regarding communication needs of staff and parents around the new curricular programs/materials • Review staff feedback regarding implementation of new curricular programs/materials • Review student feedback regarding engagement of new curricular programs/materials • Communicate actions taken based on feedback

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
School Leadership Team Purpose: *Support staff implementation of selected high-quality curricular programs/materials supporting student learning.*	• Determine greatest areas of need and/or gaps with current curricular programs/materials • Plan time for staff to participate in professional learning on the new curricular programs/materials • Plan time for staff to collaborate with grade level team and cross-grade level teams around current and new curricular programs/materials	• Gather input regarding professional learning needs of building staff • Provide information regarding physical space/needs to house curricular programs/materials • Plan opportunity for parents to provide input into new curricular programs/materials being considered for adoption	• Standards alignment with curricular programs/materials • Learning Forward's *Standards for Professional Learning*	• Collect information from school staff regarding needs for additional professional learning on curricular programs/materials • Discuss implementation successes and challenges with staff at identified meetings	• Communicate with parents, staff and the community regarding curricular programs/materials • Communicate needs of staff and parents around curricular programs/materials • Communicate actions taken based on feedback
Teacher, Specialist, and School Staff Purpose: *Engage in the selection and implementation of high-quality curricular programs/materials.*	• Understand responsibilities of staff in the selection of high-quality curricular programs/materials • Know the adopted curricular programs/materials adopted • Know the criteria for successful implementation of curricular programs/materials	• Participate on selection committee and/or provide input to selection committee	• Standards alignment with curricular programs/materials • Learning Forward's *Standards for Professional Learning*	• Collaborate with union leadership and administration to determine criteria for successful implementation • Discuss successes and challenges with implementation of new curricular programs/materials with grade level team	• Committee/team members participate in Board of Education presentation for new curricular programs/materials adoption • Collaborate with union leadership and administration to have a clear understanding of the communication going to parents and community
Students Purpose: *Use available classroom resources and materials to support their learning.*	• Know what materials and resources are available to support their learning				• Share feedback with classroom teachers about interest level of new curricular programs/materials

Engaging Parents/Guardians and Community

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Assist parents/guardians and community in supporting student learning.*	👁 Information needs of parents/guardians and community 👁 Community services available to support schools and families 👁 Partnership opportunities with community organizations and local colleges 👁 Know resources available from various organizations to support parents/guardians with student learning at home 👁 Effectiveness of current conferencing system	In partnership with union leadership: ✎ Involve parents in discussions about student learning ✎ Form a committee/team to study effectiveness of parent and community communication ✎ Form a committee/team to examine current parent-teacher conferencing ✎ Discuss possibilities for student learning outside of the school day with community organizations	🗨 Parent and community involvement 🗨 Conducting Focus Groups 🗨 Structures for conferencing with parents	🔑 Provide parents with ways to support student learning at home 🔑 Provide communication to parents about student learning targets 🔑 Work collaboratively with community organizations to design learning opportunities for students outside of the school day	📢 Provide information to the Board of Education about communication plans to parents and community 📢 Solicit input from parents on curricular programs, resources and policies 📢 Seek input from parents about their needs to effectively support student learning at home 📢 Communicate to parents about resources available to support student learning at home 📢 Collect feedback from parents on parent-teacher conferences 📢 Act upon the feedback received to improve or refine 📢 Communicate actions taken based on feedback

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Support educators in making home, school, and community connections to support student learning.*	👁 Information needs of parents/guardians and community 👁 Community services available to support schools and families 👁 Partnership opportunities with community organizations and local colleges 👁 Effectiveness of current conferencing system	In partnership with district administration: ✏ Involve parents in discussions about student learning ✏ Form a committee/team to study effectiveness of parent and community communication ✏ Form a committee/team to examine current parent-teacher conferencing ✏ Discuss possibilities for student learning outside of the school day with community organizations	📢 Parent and community involvement 📢 Conducting Focus Groups 📢 Structures for conferencing with parents	🔑 Support teachers with communication between home and school	📣 Gather feedback from staff regarding content and processes of district level communication to and with parents 📣 Communicate actions taken based on feedback
School Leadership Team Purpose: *Assist parents/guardians and community to understand how to support student learning.*	👁 Information needs of parents/guardians and community 👁 Community services available to support schools and families	📢 Work with teachers to provide ongoing school level communication with parents about learning expectations	📢 Parent and community involvement 📢 Different structures for conferencing with parents	🔑 Support communication between home and school	📣 Support staff in communicating with parents 📣 Broadcast community organization offerings to support student learning

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Teacher, Specialist, and School Staff Purpose: *Engage in communication with parents/guardians to support student learning.*	👁 Information needs of parents/guardians 👁 Know what district level tools are available for communicating student learning expectations	✏ Determine how students will collect and store evidence of learning	🗨 Different structures for conferencing with parents 🗨 Student portfolios	🔑 Provide ideas and strategies for parents/guardians to support student learning at home 🔑 Support students to self-assess and set goals 🔑 Support students in collecting and storing evidence of learning 🔑 Provide students with manageable ways to track and monitor their learning	📢 Share student learning progress with parents/guardians 📢 Share evidence of learning collected by students
Student Purpose: *Provide parents/guardians with information on learning progress.*	👁 Know that parents/guardians need information about your learning 👁 Know who, and when, to ask for learning support			🔑 Self-assess and set goals for learning 🔑 Prepare evidence of learning for sharing with parents/guardians 🔑 Participate in a parent/guardian-teacher-student conference to share evidence of learning	📢 Track and monitor progress towards achieving learning targets

Establishing a System for Continuous Improvement

Actions and Processes to Consider

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
District Administration Purpose: *Support development of a balanced system of assessments capable of providing timely, actionable data for staff to monitor and improve student learning.*	◉ Know the current data delivery system ◉ Know data needs of staff and the ability of the current system to meet those needs ◉ Know the current system of assessments ◉ Know financial resources available for development of assessment and data systems and professional learning for staff	Work with union leadership to: ✎ Design a survey to gather information on data needs of staff ✎ Develop criteria for an effective data system that delivers data expediently ✎ Define a balanced system of assessments ✎ Determine expectations for system-wide use of data ✎ Analyze data to determine effectiveness of teaching and learning systems ✎ Form a committee/team to determine expectations for student monitoring of their own learning ✎ Determine professional learning needs of staff ✎ Determine needs for	✏ Types of data (demographic, achievement, process, perception) ✏ Balanced assessment ✏ Data collection and delivery systems ✏ Processes for goal setting (i.e., SMART, SLO, etc.) ✏ Processes for data analysis ✏ Professional Learning Communities ✏ Learning Forward's *Standards for Professional Learning*	⚲ Provide an efficient data delivery system ⚲ Provide a balanced assessment system ⚲ Provide professional learning on data system and data analysis ⚲ Utilize data to determine strengths and areas for improvement in the teaching and learning systems	🕬 Report relevant data on progress toward meeting goals and targets 🕬 Communicate about data management systems, security of the data, and expectations for use of the data to the Board of Education on a regular basis 🕬 Gather staff feedback on the efficiency of the data delivery system 🕬 Gather staff feedback on professional learning opportunities 🕬 Act upon the feedback received to improve or refine training 🕬 Communicate actions taken, based on feedback, to all staff

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Union Leader Purpose: *Support development of a balanced system of assessments capable of providing timely, actionable data for staff to monitor and improve student learning.*	👁 Know the current data delivery system 👁 Know data needs of staff and the ability of the current system to meet those needs 👁 Know the current system of assessments 👁 Know financial resources available for development of assessment and data systems and professional learning for staff	Work with District administration to: ✎ Design a survey to gather information on data needs of staff ✎ Develop criteria for an effective data system that delivers data expediently ✎ Define a balanced system of assessments ✎ Determine expectations for system-wide use of data ✎ Form a committee/team to determine expectations for student monitoring of their own learning ✎ Determine professional learning needs of staff	🔦 Types of data (demographic, achievement, process, perception) 🔦 Balanced assessment 🔦 Data collection and delivery systems 🔦 Processes for goal setting (i.e., SMART, SLO, etc.) 🔦 Processes for data analysis 🔦 Professional Learning Communities 🔦 Learning Forward's *Standards for Professional Learning*	🔑 Support implementation of the data delivery system 🔑 Support professional learning opportunities for staff around data analysis	🔊 Broadcast the opportunity for staff to provide feedback on the efficiency of the data delivery system 🔊 Encourage staff to provide feedback on professional learning opportunities 🔊 Communicate actions taken, based on feedback, to all staff
School Leadership Team Purpose: *Support staff in analyzing and acting upon data to inform instructional choices for improvement of student learning.*	👁 Know the current data delivery system 👁 Know data needs of staff and the ability of the current system to meet those needs 👁 Know the current system of assessments 👁 Know financial resources available at the school level to support professional learning needs of school staff	✎ Protect team collaboration time for purposes of data analysis and instructional adjustment/planning ✎ Determine data needs of school teams	🔦 Types of data (demographic, achievement, process, perception) 🔦 Balanced assessment 🔦 Data collection and delivery systems 🔦 Processes for goal setting (i.e., SMART, SLO, etc.) 🔦 Processes for data analysis 🔦 Improvement cycles (ex. PDSA) 🔦 Professional Learning Communities 🔦 Learning Forward's *Standards for Professional Learning*	🔑 Watch for and address obstacles to time for team collaboration 🔑 Engage with teams in analysis of their data 🔑 Support team training in the use of data and high-yield instructional strategies 🔑 Monitor progress toward the attainment of team goals and targets	🔊 Communicate decisions about data and assessment systems made by the district level committee/team to school staff 🔊 Report data on progress toward meeting school goals and targets to staff, parents and District administration

User Purpose	Awareness	Planning	Professional Learning Topics	Implementation and Monitoring	Communication and Feedback
Teacher, Specialist, and School Staff Purpose: *Analyze data and make instructional adjustments based on data to improve student learning.*	• Know the current data delivery system • Know the current system of assessments • Know available assessments for team and classroom use	Work with grade level/ department team to: • Identify common assessments • Develop data analysis skills • Identify available data for analysis • Analyze team data • Set team goals for student learning • Create an instructional action plan to achieve the team goal • Share manageable methods for students to set goals, track and monitor their learning	• Types of data (demographic, achievement, process, perception) • Balanced assessment • Data collection and delivery systems • Processes for goal setting (i.e., SMART, SLO, etc.) • Processes for data analysis • Professional Learning Communities • Learning Forward's *Standards for Professional Learning*	• Dedicate team time to regular review and analysis of classroom assessment data • Dedicate team time to analyzing data to inform and adjust/plan instruction • Monitor progress toward reaching team goal targets • Engage students in goal setting and tracking their progress	• Share student learning progress with team and school leader • Review student learning results with students and parents • Celebrate with students and team both summative and interval successes relative to targets
Student Purpose: *Use data to set goals and monitor individual learning progress.*	• Steps for goal setting			• Identify learning needs/gaps • Set goals and targets to address learning needs/gaps • Use data to track and monitor progress	• Share learning progress, using data as evidence, with teachers, student peers and parents

Organization Websites Listed as Resource Links

Co-Sponsor Organizations:
- American Federation of Teachers (aft.org/yourwork/teachers/)
- Council of Chief State School Officers (ccsso.org)
- Council of the Great City Schools (cgcs.org)
- National Education Association (nea.org)
- National School Boards Association (nasbe.org)
- The School Superintendents Association (aasa.org)

Philanthropic/Non-Profit Organizations:
- Gates Foundation (gatesfoundation.org)
- Joyce Foundation (joycefdn.org)
- Noyce Foundation (noycefdn.org/)
- MetLife Foundation (metlife.com)
- Wallace Foundation

Educational Laboratories:
- American Institute for Research (Midwest REL) (air.org)
- Education Northwest (educationnorthwest.org)
- McREL International (mcrel.org)
- Northeast Regional Educational Laboratory (relnei.org)
- Regional Educational Laboratory Southwest (http://relsouthwest.sedl.org)
- SERVE Center (SouthEast REL) (serve.org)

Leadership Organizations:
- Achieve (achieve.org)
- Alliance for Excellence in Education (all4ed.org)
- The Aspen Institute (aspeninstitute.org)
- Association for Supervision and Curriculum Development (ASCD) (ascd.org)
- Center for Collaborative Education (ccebos.org)
- College Summit (collegesummit.org)
- Education First (ef.edu/us-home)
- Education Trust (edtrust.org)
- Education Week (edweek.org/topics/standards)
- Hunt Institute (hunt-institute.org)
- Insight Education Group (insighteducationgroup.com)
- National Association of Elementary School Principals (NAESP) (naesp.org)
- National Association of Secondary School Principals (NASSP) (nassp.org)
- National Governors Association (nga.org)

- National Middle School Association (nmsa.org)
- National Professional Learning Community (successfulpractices.org)
- National Schools Public Relations Association (NSPRA) (nspra.org)
- Phi Delta Kappan International (http://pdkintl.org)
- Solution Tree (solution-tree.com)
- Student Achievement Partners (achievethecore.org)

Content/Subject Area Organizations:
- American Association for the Advancement of Science (aaas.org)
- American Council on the Teaching of Foreign Languages (actfl.org)
- Annenberg Learner (learner.org)
- Center on Instruction (centeroninstruction.org)
- Doing What Works (http://dww.ed.gov)
- Edutopia (www.edutopia.org)
- Illustrative Mathematics (illustrativemathematics.org)
- Institute of Educational Science (IES) (http://ies.ed.gove/ncee/wwc)
- International Reading Association (reading.org)
- International Society of Technology in Education (iste.org)
- Khan Academy (khanacademy.org)
- National Core Arts Standards (nationalartsstandards.org)
- National Council for Social Studies (NCSS) (socialstudies.org)
- National Council Teacher of English (NCTE) (ncte.org)
- National Council Teachers of Mathematics (nctm.org)
- National Science Foundation (nsf.gov)
- National Science Teachers Association (NSTA) (nsta.org)
- Partnership for 21st Century Skills (p21.org)
- Smithsonian Science Education Center (ssec.si.edu)

Assessment Groups:
- Association for Achievement and Improvement through Assessment (Assessment Reform Group) (http://www.aaia.org.uk/afl/assessment-reform-group/)
- Data First (An initiative of the National School Board Association) (data-first.org/)
- National Center for Education Statistics (http://nces.ed.gov/datalab/)
- Partnership for Assessment of Readiness for College and Careers (PARCC) (parcconline.org)
- Smarter Balanced Assessment Consortium (SBAC) (smarterbalanced.org)

Social-Emotional Learning Organizations:

- Collaborative for Academic and Social-Emotional Learning (CASEL) (casel.org)
- Dana Foundation (dana.org)
- Spencer Foundation (spencer.org)
- Yale Center for Emotional Intelligence (ei.yale.edu)

Special Population Organizations:

- Black Alliance for Educational Options (baeo.org)
- Center on Response to Intervention (rti4success.org)
- Colorin Colorado (colorincolorado.org)
- Common Core Spanish Translation (http://commoncore-espanol.com/)
- National Association of State Directors of Special Education (NASDSE) (nasdse.org)
- National Center for Learning Disabilities (ncld.org/)
- PowerUp What Works (Students with Disabilities) (http://powerupwhatworks.org/)
- Stanford University–Understanding Language (http://ell.stanford.edu/teaching_resources)
- Universal Design Strategies – Goalbook (https://goalbookapp.com/toolkit/strategies)

Parent Organizations:

- Parent Teacher Association (pta.org)
- Parent Teacher Organization (pto.org)

Thought Leaders for Further Study and Research

Forming Committees/Teams

Blanchard, Ken
Brackett, Marc
DuFour, Rick
Fullan, Michael
Garmston, Robert
Hord, Shirley
Killion, Joellen
Kotter, John
Lipton, Laura
Reason, Casey
Ritter, Steve
Rubinstein, Saul
Schlecty, Phillip
Senge, Peter
Wellman, Bruce

Understanding and Implementing Standards

Ainsworth, Larry
Brookhart, Susan
Marzano, Robert
McTighe, Jay
Reeves, Douglas
Wiggins, Grant

Determining Assessment Methods and Practices

Arter, Jan
Brookhart, Susan
Chappuis, Jan
Cooper, Damian
Davies, Anne
Guskey, Thomas
Marzano, Robert
Moss, Connie
Popham, James
Stiggins, Rick
Wiliam, Dylan

Aligning Instructional Practices with Standards and Assessments

Hattie, John
Marzano, Robert
Silver, Harvey
Tomlinson, Carol Ann
Wiggins, Grant

Establishing a System for Continuous Improvement

Bernhardt, Victoria
Burke, Kay
Conzemius, Anne
Darling-Hammond, Linda
Depka, Eileen
Love, Nancy
Holcomb, Edie
Reeves, Douglas
Schmoker, Mike

GLOSSARY OF TERMS

benchmark assessment	Assessments typically *selected/designed at a district level* and administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. Benchmark assessment can inform policy, instructional planning, and decision-making at the classroom, school and/or district levels.
collaborative norms	Group agreements as to how they will interact, communicate, learn from one another, and cultivate a climate where everyone is focused on ongoing, positive growth and improvement of student achievement.
curriculum	Organized and planned experiences with which students will interact for the purpose of achieving identified educational outcomes. Fully organized and planned experiences include learning standards/targets, instructional frameworks, instructional practices, balanced assessments, and aligned resources.
diagnostic assessment	Assessments designed by district, teachers, and/or publishers, and administered by teachers at the start of a school year or unit of instruction. These assess what the learner already knows and/or the nature of difficulties the learner might have which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching, or when a problem arises to determine intervention needs.
educational program	Program written by the district or school which determines the learning progression of each subject in all content areas. Identification of the knowledge and skills, instructional strategies, assessments, and resources are critical elements for a complete program of learning.
formative assessment	Assessments that happen while *learning is still underway.* A*ctively involves students* in the assessment process. Used to diagnose student needs, plan next steps in instruction, *provide students with descriptive feedback* they can use to improve the quality of their work, and help students see and feel in control of their learning journey.
high-yield	Productive or conducive to producing in abundance.
instructional framework	A shared and coherent system of instructional principles around which curriculum is structured and delivered. Examples of instructional frameworks include: reader's workshop; 5E(Z); Framework for Intentional and Targeted Teaching (FIT), etc.).
instructional practices	Research-based tools for designing and delivering thoughtful lessons.
labor-management collaboration	Development of strong relationships among administrators, teachers and their union that focus on educational success for students.
learning targets	Learning students need to achieve in order to be able to reach the expected learning of a complete academic standard.
planning	Methods for how components of a high-quality educational program should be developed, organized, implemented, and monitored.
SMART goal	A goal written to target improvement towards a district, school, team, or classroom's greatest area of need based on an analysis of data. The goal is written to be: Strategic and Specific, Measurable, Attainable or Achievable, Results-based, and Time-bound.

standards	Concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education.
Student Learning Objective (SLO)	A process for measuring demonstrable change in student learning between two points in time.
summative assessment	Assessments that happen *after learning is supposed to have occurred* to determine if it did. Used to make statements of student learning status at a point in time to those outside the classroom. *Evaluative feedback* is the mode of communication for results.
teaching and learning system	Intentional and planned educational program which contains four fundamental elements: standards, instructional frameworks and practices, assessments, and resources
unpacking standards	The process of breaking a broad standard into learning targets, or learning progressions for the purpose of teaching and monitoring learning towards a bigger standard.