Taking the Next Step: District Reflection on CCSS Implementation and Strategies for Continuous Improvement

Urban Literacy Leadership Network
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Opening Session Goals

- To reflect on district progress against CCSS implementation indicators and opportunities for improvement.
- To strategize next steps that the district will take to increase the efficacy of its implementation efforts.
- To share with network partners lessons learned and promising next steps to guide the work over the next 12 months.
The CCSS Gut Check

Where are we on our CCSS implementation journey?

**Issues to consider:**

- Central office communicates clearly and effectively with schools information about district policies and resources to support the implementation of CCSS-aligned instructional practices.
- Each school in our district has a high-functioning leadership team and a strategic plan for establishing common expectations for CCSS-aligned instruction at every grade level.
- Each school’s leadership team is knowledgeable about tools and resources available to support implementation of the CCSS and consistently communicates with teachers about these tools.
- School-based staff utilize data from tools aligned to educator evaluation metrics that is actionable and formative, and can be used for the purposes of continuous improvement.

**CCSS Transition Guide Indicator #2:**
The leadership team establishes common expectations for CCSS-aligned instructional practice. School personnel use observation tools to support and assess this practice in mathematics, English language arts, science, social studies, and technical subjects.
Time to Reflect

- As a district, where are we excelling? How are we leveraging those successes to inform other strands of our work?
- Where do the opportunities exist to increase the motivation, knowledge and engagement of principals and teachers in CCSS implementation work?
- Are there obstacles that need to be removed so principals can fully attend to implementing the Common Core effectively?

CCSS Transition Guide Indicator #3:
Ongoing professional learning, including feedback and coaching systems, is focused on deepening educator knowledge of and facility with the CCSS.

- **Issues to consider:**
  - Our district has a coherent, data-driven professional learning plan that supports school-based implementation of the CCSS.
  - Principal supervisors in our district are focused on deepening principal knowledge and facility with the CCSS and support a leadership mindset focused on improvement, not merely evaluation ratings.
  - Each school’s leadership team has a plan for professional learning that supports all teachers in understanding and implementing the CCSS.
  - Professional learning plans include teacher voice and leadership and a system for gathering data on classroom impact.
**Time to Reflect**

- As a district, where are we excelling? How are we leveraging those successes to inform other strands of our work?
- Where do the opportunities exist to increase the motivation and engagement of principals and teachers in defining and leading the work?
- Which aspects of the school management challenge need to be reconsidered in order for all principals to implement the CCSS effectively?

**CCSS Transition Guide Indicator #4:**
School personnel use data from a CCSS-aligned assessment system (including interim/benchmark and summative assessments as well as ongoing collection of student work) to inform instruction and gauge effective implementation of the CCSS.

- **Issues to consider:**
  - Our district has a comprehensive CCSS-aligned assessment system, including formative, interim/benchmark, and summative assessments that supports school-based assessment practices.
  - Each school’s leadership team has defined the school’s comprehensive assessment system and a process for data collection and analysis.
  - Each school’s leadership team sets SMART (Specific, Measurable, Attainable, Realistic and Timely) goals based on a multiyear vision for student learning.
  - Each school’s leadership team uses data collected from different assessments to strategically allocate resources and make professional development decisions.
As a district, where are we excelling? How are we leveraging those successes to inform other strands of our work?

Where do the opportunities exist to increase the motivation and engagement of principals and teachers in defining and leading the work?

Which aspects of the school management challenge need to be reconsidered in order for all principals to implement the CCSS effectively?

What are two examples of where your district excels (or is improving) that might provide helpful insight for other districts in our network?

What is one area of implementation where your district struggles and would benefit from the insight of others to discover opportunities for improvement?

What’s one challenge on which your district would like thought partnership in order to advance your CCSS implementation?