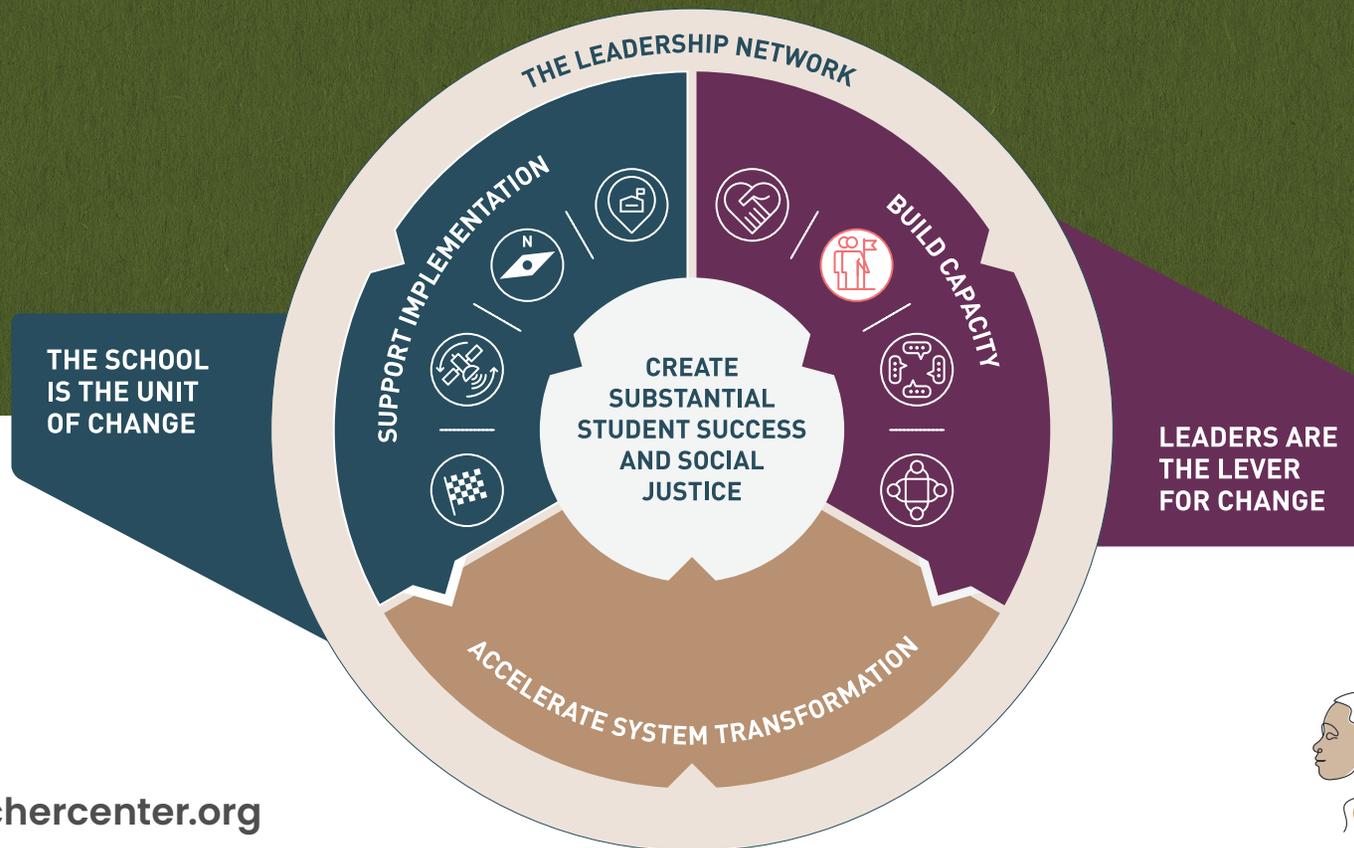


Leading through

Standards-Aligned

Frameworks Continuum

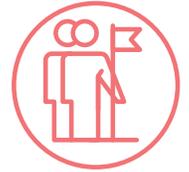


LEADING THROUGH STANDARDS-ALIGNED FRAMEWORKS CONTINUUM

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LEADING THROUGH STANDARDS-ALIGNED FRAMEWORKS CONTINUUM



Adoption of a strong, standards-aligned curriculum is required for teachers to instruct in a way that all students have access to and the supports needed to master grade-level content. Strong instructional materials are as essential to a learning environment as chairs, books, and writing utensils. The Leading through Standards-Aligned Frameworks Continuum does not address the adoption of standards-aligned curriculum but rather assumes the leader has already addressed the need to adopt a standards-aligned curriculum. For guidance on curriculum adoption, NTC recommends leaders visit the websites for EdReports and UnboundEd.

Leaders are responsible for establishing strong instructional **practices that lead to mastery** of grade-level material for all students at their school site. Providing all students **access to high quality instruction** is grounded in leaders ensuring all teachers teach through standards-aligned frameworks.

ESTABLISH THE EXPECTATIONS FOR RIGOROUS INSTRUCTION

Do all key stakeholders have the depth of understanding of the standards to live out a consistent instructional vision?

Leaders establish the expectations for rigorous learning experiences by

- setting an instructional vision for the school,
- continually building their own understanding of the standards, and
- monitoring for horizontal and vertical articulation of learning experiences at the school site.

Substantial student success comes through ensuring all students have opportunities to engage with and master grade-level content. Leaders leverage standards and standards-aligned resources to structure their schools to provide these opportunities.

COLLECT AND USE DATA TO INFORM STANDARDS IMPLEMENTATION

Do leaders leverage multiple data sources to plan and assess for implementation of the standards?

Leaders leverage multiple data sources such as lesson plans, observations, and student performance to plan and assess for the implementation of the standards in order to focus the work on high leverage priorities.

ALIGN SYSTEMS TO SUPPORT STANDARDS IMPLEMENTATION

Are the systems of the school designed in support of consistent standards implementation?

Leaders intentionally align systems including professional learning, resource allocation, and engagement of the broader community to support standards implementation. This coherence acts as an accelerant for transformation.

The purpose of this continuum is to serve as a resource for teacher, school, and systems level leaders to implement thoughtful standards informed practices. It can be used as a self-assessment, a planning tool, or a scope and sequence for professional learning among many possible uses.

ESTABLISH THE EXPECTATIONS FOR RIGOROUS INSTRUCTION

Do all key stakeholders have the depth of understanding of the standards to live out a consistent instructional vision?

	Emerging	Developing	Effective	Strategic	Transformative
<p>Vision for Learning <i>What does it look like to establish high expectations for learning for all students?</i></p>	<p>The school leader's vision may include instruction among other priorities or only provide broad generalities.</p> <p>The leader's vision is developed in isolation with past experience as the primary source.</p>	<p>The school leader's instructional vision is predominantly focused on ambitious instruction for typically developing students.</p> <p>The leader's vision is developed with some input from supporters using knowledge of standards-based practice.</p>	<p>The instructional vision of the school leader communicates the expectations for CCR for all students including ELL and those with special needs.</p> <p>The leader's vision is developed with input from teacher leaders and considers school context data.</p>	<p>The instructional vision of the school leader communicates the CCR expectations for all and offers a commitment to supports that ensure success.</p> <p>The vision is developed in partnership with teachers and all other stakeholders and goes through multiple revisions based upon feedback.</p>	<p>The instructional vision for expectations for every student is compelling, calls all stakeholders to action, and the pathway to success is clear and specific.</p> <p>The vision is developed with a sense of urgency shared by the larger school community.</p>
<p>Leader Knowledge <i>What does a leader need to know about both the standards and resources to support standards implementation?</i></p>	<p>The leader is able to name the CCR shifts and the big ideas behind how the standards are organized.</p> <p>The leader selects one or two websites or district-provided resources to encourage teachers to learn about the shifts and standards.</p>	<p>The leader is able to describe the CCR shifts, give examples of how they show up in all content areas, and develop "look for" criteria to observe for shifts implementation.</p> <p>The leader accesses a few best in class resources for supporting teachers in knowing shifts and aligning instruction to standards. (Ex. Coherence Map, Major Work of the Grade, UnboundEd curricular resources)</p>	<p>The leader can analyze standards in order to develop "look for" criteria that match depth of practice/tasks to requirements of standards.</p> <p>The leader uses key resources for supporting teachers in aligning instruction in a systematic way that supports access to standards-aligned instruction implementation across the school.</p>	<p>The leader applies standards understanding to monitor pacing and implementation of a standards-aligned curriculum to support horizontal and vertical alignment.</p> <p>The leader leverages standards-aligned tools and resources that strategically support the needs of specific teachers, grade levels, and/or content areas in a coherent way that leads to growth in teacher practice.</p>	<p>Leader is engaged and influential in the systems-level work of alignment of instruction to the standards in ways that increase access to grade-level material for students across the district. (Ex. district curriculum selection)</p> <p>The leader accesses, selects, and tailors resources to the needs of the school and students in an integrated way that leads to ambitious results for all students.</p>
<p>Institutional Knowledge <i>What knowledge does each member of the school community need of standards and resources to provide standards-based instruction between and through out grade levels?</i></p>	<p>Staff members are able to name the CCR shifts, how their standards are organized, and the big ideas for their grade level and content area(s).</p> <p>Individual teachers and teams may comply with alignment practices (ex. Common planning) but there is little investment or engagement in these practices.</p>	<p>Some staff members apply knowledge of the standards to analyze alignment of instructional materials.</p> <p>Teams engage in alignment practices in a coordinated way with some teams demonstrating more effectiveness than others.</p>	<p>Staff members actively analyze instructional materials to ensure standards-alignment and implement accordingly.</p> <p>All teams cooperate together in alignment practices resulting in common assessments and instruction that is aligned across grade levels.</p>	<p>All staff members provide standards-aligned instruction to students according to pacing guidelines and monitor student learning against the standards.</p> <p>Teams collaborate in ways that leverage alignment practices and common assessments to provide strategic differentiation for students within grade levels.</p>	<p>All staff members provide standards-based, differentiated instruction in a way that results in ambitious results for all students.</p> <p>Through intentional efforts, teachers build each other's instructional capacity in a way that accelerates teacher proficiency with standards-based instruction in the school and across the system.</p>

COLLECT AND USE DATA TO INFORM STANDARDS IMPLEMENTATION

Do leaders leverage multiple data sources to guide and assess for implementation of the standards?

	Emerging	Developing	Effective	Strategic	Transformative
Plan <i>How do school staff engage in planning for standards implementation?</i>	Plans state the CCR standards used in all lessons and teachers comply with planning expectations in a rote way.	All staff use planning criteria that attend to instructional shifts of the CCR, the majority of the time lesson tasks align with the standards identified within plans, and teachers coordinate plans across similar classrooms.	All staff use common planning criteria that establish common expectations for CCR through materials and instructional practices and teachers cooperate with each other to prepare and strengthen lesson plans.	Teams adapt plans to reflect the specifics of their grade or subject, update plans on a consistent cycle based upon practitioner, research, and community knowledge, and collaborate across classrooms to strengthen planning.	Teams have mechanisms in place to share learning with other teams- both planning practices and unique characteristics and learning needs of classes within the school community. Teams consistently use processes like lesson rehearsals with feedback to strengthen plans.
Observe and Surface Feedback <i>How do school leaders observe and provide feedback on implementation of the standards?</i>	The school leader observes classrooms. Some feedback may prioritize leader preferences or include inferences and judgments.	The school leader uses observation tools aligned to CCR, can explain why each criteria is included, and gives general feedback connected to grade-level standards. The school leader gathers accurate low-inference data.	All leaders use common observation tools and criteria that establish common expectations for CCR through materials and instructional practices. Feedback connects directly to content and grade-level standards.	Leaders, including admin, coaches, and teachers, regularly convene to uncover findings and patterns relevant to common expectations based upon regular use of the tools and criteria.	Leaders communicate high level school wide analysis and specific team level findings collaboratively and in methods which inspire action.
Assess <i>What does it look like to authentically assess student mastery of the standards?</i>	Student work is collected by all teachers with varying degrees of frequency and feedback about performance is documented. Feedback to students may only partially relate to student learning or it may not be consistently shared with students.	Student work is collected by all teachers and is sometimes reviewed by grade level teams. There are some discussions of trends in performance benchmarked by standards. General feedback relevant to the standard is provided to the class as a whole.	All instructional teams use common student work analysis tools and protocols that establish common expectations for college and career and inform individual teacher instructional decisions. Students receive feedback relevant to the standard and their individual progress.	All instructional teams use common student work analysis tools and protocols that establish common expectations for college and career. These are used in concert with formative and benchmark assessments to guide instructional planning within and across grade levels. Students receive feedback specific to their own learning, individual progress, and ways to address needs.	The instructional leadership team has structures to review student work and benchmark assessments school wide. This analysis is used to develop strategies and tactics for improvement that are communicated to all stakeholders. Students engage in feedback conversations that address individual strengths and growths in ways to empower students to have agency over their learning.

	Emerging	Developing	Effective	Strategic	Transformative
Adjust Tools for Equity <i>What do schools do to ensure that all students, regardless of (and perhaps because of) diverse abilities and identity, are able to achieve mastery?</i>	Teachers modify expectations in a way that prevents all students having access to grade-level content and experiences.	Teachers use data from performance and observation to group students by standards achievement. Groups and scaffolds are fixed in a way that students are supported for growth but not for reaching proficiency in grade level expectations.	Teachers approach differentiation by utilizing scaffolds and groups that are flexible and responsive to content, task, and individual student need. Students are supported to grow and approach grade level proficiency. Teachers identify patterns of inequity in the data.	Teachers utilize scaffolds and groups that are flexible, responsive to content, task, and individual student need, and support students to achieving or exceeding proficiency. Teacher teams name equity gaps and address through strategic instruction.	Teachers leverage student assets to strengthen the learning of all students and give students agency over their learning. Teachers flexibly use scaffolds, groups, and extensions to create the conditions where all students experience success in a way that opportunity gaps are closed.

Quality Planning Tool Criteria	Quality Observation Tool Criteria	Quality Student Work Analysis Tool Criteria
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies standards along with measurable knowledge and skills identified from the standard <input type="checkbox"/> Draws upon standards-aligned curricular resources <input type="checkbox"/> Attends to what students know and builds upon that knowledge <input type="checkbox"/> Uses authentic, standards-aligned tasks that require students to perform in realistic settings <input type="checkbox"/> Determines a portfolio of possible evidence relevant to the standards <input type="checkbox"/> Explains how learning tasks build in complexity in a logical progression to support student mastery <input type="checkbox"/> Identifies opportunities for students to engage in active learning, including specific subgroups and how all students will be supported to engage <input type="checkbox"/> Anticipates and describes how to address student misconceptions <input type="checkbox"/> Differentiation, both support and challenge, is connected to the specific standards addressed 	<p>Requires observer to capture notes on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standard alignment and shifts implementation <input type="checkbox"/> Connection between content and strategies used to achieve standards <input type="checkbox"/> Teaching practice <input type="checkbox"/> Student tasks and how learning is assessed <input type="checkbox"/> Student use of language (reading, writing, speaking) <p>Provides space for feedback that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is content-specific <input type="checkbox"/> Attends to grade- level standards <input type="checkbox"/> Is actionable 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies teaching standards and task <input type="checkbox"/> Determines if student work requires or demonstrates student knowledge and skill expected by grade level standards and curriculum <input type="checkbox"/> Analyzes work by performance level (does not meet, approaches, meets, exceeds standard) and uses a rubric where appropriate <input type="checkbox"/> Identifies student strengths <input type="checkbox"/> Identifies the next level of work for subgroups and the whole class/grade <input type="checkbox"/> Develops actionable next steps <input type="checkbox"/> Provides opportunities for peer and leadership feedback

ALIGN SYSTEMS TO SUPPORT STANDARDS IMPLEMENTATION

Are the systems of the school designed in support of consistent standards implementation?

	Emerging	Developing	Effective	Strategic	Transformative
<p>Professional Learning <i>How do leaders engage teachers in deepening their understanding and application of the standards?</i></p>	<p>The school leader acknowledges learning about the CCR shifts and standards is a school priority.</p>	<p>The school leader or leadership team provides opportunities to learn CCR shifts and standards at least at a surface level. There is an expectation of basic understanding for all faculty.</p>	<p>The school leader, in collaboration with coaches and/or the ILT, ensures all faculty have deep knowledge of rigorous instruction as described in the <i>Establish Expectations Domain</i> and are regularly engaged in learning that is embedded in daily practice with youth.</p>	<p>All leaders, including admin, coaches, and the ILT, assess mastery of expectations of rigorous instruction using tools described in the <i>Collect and Use Data Domain</i> and provide content-specific, developmental support or enrichment as appropriate.</p>	<p>The leadership team and ILT intentionally distribute learning opportunities so that expertise is available across the organization, at multiple entry points, and school structures support content-specific engagement.</p>
<p>Resource Allocation <i>How do leaders allocate resources (time, people, materials) to support and drive standards implementation?</i></p>	<p>The school leader informs the faculty of changing standards. The expectation is that educators find the time and resources needed to shift practice. The leader allocates resources based upon their assessment of need.</p>	<p>The school leader provides some time and materials to support alignment to CCR instruction. These include traditional strategies such as inservice days and sharing materials created by the district or other entities. Teachers communicate their wants and needs. The school leader determines the majority of resource allocation.</p>	<p>The school leader provides adequate time, expertise, and materials to ensure educators are able to successfully know CCR performance and transfer to their classrooms. Teachers and leaders engage in dialogue to surface common needs. A leadership team determines most resource allocation.</p>	<p>The school leader differentiates time, expertise, and materials to ensure educators are able to implement CCR standards and faculty leaders are identified to support the alignment practices. Time and resources are maximized. Teachers and leaders take active and shared roles in determining resource allocation.</p>	<p>The school leader intentionally distributes resources so that expertise is available across the organization. These decisions are deeply informed by principles of equity. Teachers and leaders collaboratively allocate resources and proactively secure additional resources where necessary.</p>
<p>Community Engagement <i>How does a school leverage key stakeholders to embrace and support implementation of the standards?</i></p>	<p>The school leader communicates the need for change as a response to district or other mandates. There is limited discussion of needs of children.</p>	<p>The school leader communicates the need for change as rooted in addressing the needs of children within the community and attempts to build partnerships with families.</p>	<p>The school leader communicates the needs for changing expectations, examples of what the expectations will look like in classrooms, and builds partnerships with families and other stakeholders to implement and sustain new practices.</p>	<p>The school leader empowers a leadership team with the knowledge, belief, and resources to support and sustain standards-based instruction. The school leader connects the standards to the values and aspirations that families have for their children and uses research and evidence to support the expectations in classrooms.</p>	<p>The school leader enlists all stakeholders as the primary advocates for changing practice and equips them with the resources and knowledge necessary to enact change. Families lead many efforts that communicate the rationale for standards and engage new families in conversation and action.</p>