Implementing the CCSS: Responsibilities
District Administrators

To effectively implement the Common Core State Standards, district administrators must create and communicate a common vision among all stakeholders to ensure wide-spread support; develop a written plan for long-range, articulated professional development for all staff in the district; and lead efforts to identify and implement multiple and systemic transition strategies that support an effective shift from current standards and assessments to the CCSS. This will enable principals and teachers to carry out their key responsibilities in support of students demonstrating the knowledge and skills for their grade levels, meeting or exceeding the expectations on grade-level summative assessments, and becoming college- and career-ready upon graduation from high school.

Common Vision

District administrators create and communicate a common vision among all stakeholders to ensure widespread support.

- ☐ Establish a shared vision, goals and aspirations for all students
    - o Examine current status of student performance, disaggregated by populations such as ethnicity, poverty, language development, disabilities
- ☐ Develop and ensure effective implementation of a communication plan to inform all stakeholders (parents, students, staff members, unions, school board members, and community members)
- ☐ Seek needed budget and other adjustments (i.e. school calendar, school schedules, transportation, staffing, etc.) from the school board to ensure the necessary resources for CCSS implementation
- ☐ Establish good working relationship with union representatives
- ☐ Keep informed of the state's CCSS efforts, policies and procedures that impact the district

Professional Development

District administrators develop a written plan for long-range, articulated professional development for all staff in the district.

- ☐ Coordinate short term professional development focused on awareness and the knowledge and skills needed for initial implementation actions
- ☐ Provide ongoing professional development as the focus shifts to implementing the standards, an updated curriculum, and assessments
    - o Give attention to using technology in the classroom for instruction and assessment

From Education Northwest   educationnorthwest.org.

- ☐ Ensure opportunities for professional learning communities, coaching and other strategies identified by research on effective professional development
- ☐ Build the capacity of principals to be the school's instructional and learning improvement leader
- ☐ Engage in opportunities for their own professional learning, including networks and alliances with colleagues in other districts
- ☐ Implement mechanisms to evaluate the on-going impact of the professional development on teaching practices and student learning, and make adjustments to the original plans, as needed
- ☐ Focus on the learning needs of every student in the district's schools, with attention to specific student populations

Transition Strategies

District administrators lead efforts to identify and implement multiple and systemic transition strategies that support an effective shift from current standards and assessments to the CCSS.

- ☐ Develop a plan and timeline for transitioning from former standards to the CCSS that addresses:
    - o Changes in the state assessments
    - o High school course design in mathematics
    - o Content standards that change grades
    - o ELA standards that apply to the social sciences, sciences and other technical subjects
    - o Roles and responsibilities of district and school administrators to ensure fidelity of implementation of the transition plan
- ☐ Revise or create a district curriculum framework that outlines major learning targets at each grade level and provides a common sequencing to facilitate teacher collaboration at the school level
- ☐ Analyze existing district assessments for appropriate use with CCSS and make adjustments as needed
- ☐ Facilitate the identification of instructional materials that are coherent, consistent and comprehensive and support effective learning of the ELA and Mathematics standards
- ☐ Evaluate the district's technology capacity for administering the new CCSS assessments and make improvements as needed
- ☐ Review the capacity of the district's data system to support data-based decision making and accurate and timely reporting to principals, teachers, students, and parents

Principals

To effectively implement the Common Core State Standards, principals must ensure <u>access to effective professional development</u> for all school staff; continually collect, analyze, and <u>use data</u> to effectively develop and monitor CCSS implementation plans; and <u>create and foster a culture of collaboration</u> and inquiry in the school. This will enable teachers to carry out their key responsibilities in support of students demonstrating the knowledge and skills for their grade levels, meeting or exceeding the expectations on grade-level summative assessments, and becoming college- and career-ready upon graduation from high school.

Effective Professional Development

Principals ensure access to effective professional development for all school staff.

- ☐ Facilitate teachers' participation in any district-level professional development
- ☐ Ensure the professional development that staff participate in is designed to help them acquire the knowledge and skills needed to design instruction and assessments in support of the CCSS
- ☐ Regularly conduct staff professional development needs assessments that are informed by student learning
- ☐ Evaluate the effectiveness of professional development by its impact on teaching
- ☐ Participate in the professional development with teachers and other staff

Data Use

Principals continually collect, analyze and use data to effectively develop and monitor CCSS implementation plans.

- ☐ Play a leadership role in the monitoring and implementation of the district CCSS plan at their schools
- ☐ Act as a conduit to district administrators regarding the issues and concerns at their schools
- ☐ Observe frequently and analyze continuously what's being taught and how students are responding in each classroom
- ☐ Ensure an accurate collection of data to inform implementation and professional development plans

Culture of Collaboration

Principals create and foster a culture of collaboration and inquiry in the school.

- ☐ Structure time for school staff to meet in teams with focused agendas and actions
- ☐ Create a culture of collaboration and inquiry that promotes
    - o Differentiation of instruction
    - o Accelerated learning for students
    - o Accountability for student learning
- ☐ Participate as an active member of school teams

Teachers

To effectively implement the Common Core State Standards, teachers must understand what the standards require students to know and be able to do; design and implement instruction that supports every student in meeting the standards; and continually assess students' progress toward the standards using multiple assessment practices. These are key actions in support of students demonstrating the knowledge and skills for their grade levels, meeting or exceeding the expectations on grade-level summative assessments, and becoming college- and career-ready upon graduation from high school.

Standards

Teachers understand what the standards require students to know and be able to do.

- ☐ Possess deep knowledge and comprehension of the complexities of the content and skill expectations
- ☐ Understand the coherence in the standards and how the concepts and skills progress, build and connect to one another
- ☐ Comprehend conceptual learning progressions and how students' understanding of ideas develop, evolve, and progress
- ☐ Understand and are able to describe the expectations in terms of student actions—what it will look like when a student has the knowledge and skills stated in the standard

Instruction

Teachers design and implement instruction that supports every student in meeting the standards.

- ☐ Establish long- and short-term learning goals for all students
- ☐ Design and implement units and lessons that develop students' proficiency with the mathematics content and practice standards and the ELA reading, writing, language, speaking, and listening standards
- ☐ Utilize effective instructional strategies
  - o Differentiate instruction to support the growth of each student
  - o Accelerate learning for students who are not on track to meet grade-level standards
  - o Implement flexible grouping strategies that respond to the needs of students and the learning goals
  - o Seek appropriate interventions for identified students when needed
  - o Develop students' meta-cognition abilities
- ☐ Create a classroom culture that facilitates and acknowledges high expectations for all students and ensures a safe learning environment for everyone.

Assessment

Teachers continually assess students' progress toward the standards using multiple assessment practices.

- ☐ Use formative assessment practices on a daily basis to guide instruction
    - o Share learning goals with students and ensure understanding of the criteria for success
    - o Engage students in peer- and self-assessments
- ☐ Use assessment data of individual students to inform learning needs
- ☐ Understand the purpose, relevance, and appropriate use of summative assessments