Goals of Our Session

- Introduce two new standards-based technical assistance resources: *Two Checklists for Assessing Effective Implementation*.

- Understand the content of the two checklists and how they are meant to work in tandem.

- Learn how to use the two checklists with the *Handbook for Sustaining Standards-Based Education* (2014) to develop and sustain long-range standards implementation plans.
Session Agenda

▪ Welcome and Introductions
▪ Digging into the State Leadership Checklist
▪ Looking at the State Checklist with the Program Checklist
▪ Digging into the Program Sustainability Steps
▪ Plumbing the Sustainability Handbook
▪ Final Reflections
▪ Session Evaluation and Adjourn
Which of These is the Most Effective Implementation Approach?

- Letting it happen?
- Helping it happen?
- Making it happen?
Making Implementation Happen!

No Implementation Team

From “Letting it Happen”

14%
17
Years

Improvement in Intervention Outcomes

Implementation Team

To “Making it Happen”

80%
3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005
Two Implementation Checklists to Support You

1. **State Leadership Checklist**: It identifies the actions a state needs to take to sustain an effective standards implementation initiative.

2. **Program Leadership Checklist**: It provides guidance on how best to build a sustainable model at the local program levels where so much of standards implementation must take place.
Let’s dig into the State Leadership Checklist. . .
Directions

- Read through each Core Component, each set of Indicators, and each Rationale.
- Match each set of Indicators to its Core Component.
- Then, match each Rationale to its Core Component and set of indicators.
- Finally, check your answers.
- Whole group question/answer.
Let’s look at the State Checklist in tandem with the Program Checklist...
Leadership Role of the State

- State leaders are often the first point of contact for local program leads as they begin their work on standards implementation.

- The state sets the conditions for local programs to be successful.

- As the state does its implementation work, programs need to understand they have vitally important roles to assume—that they are an essential unit of change.

- Having state and local program staff coordinate their efforts will be mutually reinforcing.
Directions

1. Re-read the State Core Components, then read over the Program Sustainability Steps.

2. Think through which of the State Core Components work in tandem with which of the Program Sustainability Steps.

3. Add reasons about why or how they work together.

4. Whole group share out.

20 minutes
Research on PD From US

- The US spends ~$18 billion annually (> $5000 per teacher per year) on teacher improvement (Gates 2014)

- Teachers say that much of that PD is not useful (Darling-Hammond 2009)

- Of 1,343 studies of PD, only 9 found positive impact on student achievement using rigorous evidence (Guskey & Yoon 2009)
All 9 Address Three Features

Head. Heart. Habits.

Source: Teaching Lab, highlighted in *Practice What You Teach*
Three Research-Based Features

Align to Core Content: Focus on discipline-specific standards and curriculum teachers must teach to produce evidence of student learning

Create a Collaborative Culture: Build a collegial process that draws on and values teachers’ experience; incorporates active learning

Sustain an Intensive Cycle of Improvement: Dedicate regular time to engage with peers—not drive-by PD—with cycles of feedback and reflection (21 percentile point boost in student achievement!)

Guskey & Yoon (2009); see also Darling-Hammond et al. (2009 and 2017)
Excellent curriculum has a profound effect on how much students learn:

- When average teachers use excellent materials, student learning results improve significantly (Jackson & Makarin 2016)

- Switching to high-quality curriculum is almost 40x more effective than that of class-size reduction (Boser, Chingos, & Strauss 2015)

- The "effect size" of choosing a better second-grade math curriculum was larger than replacing a 50th percentile teacher with a 75th percentile teacher (Whitehurst and Chingos 2012)

- Not all curricula are created equal and good ones cost as much as bad ones

(Program Sustainability Steps #2 and #6)
“Positive change depends on the good will of the people whose work is the subject of change” (Bryk 2015)

- Develop teachers to lead professional learning
- Incorporate active learning with direct connections to the classroom
- Create communities of teachers to share ideas
- Promote teachers observing teachers
- Hold programs and administrators accountable for the quality of their collaborative professional learning cycles

(Program Sustainability Steps #4 and #5)
Sustain an Intensive Cycle of Inquiry

• Protect time for teachers to learn, practice, implement, and reflect upon their practice (Guskey & Yoon 2009; Darling-Hammond, et al 2017)

• Form level specific, content teams to practice

• Mirror Japanese lesson study:
  ✓ learn content using models of effective practice;
  ✓ study how it works for students (sample student work, observe peer teachers);
  ✓ bring back questions and suggestions for improvement to the group;
  ✓ repeat cycle

(Program Sustainability Steps #1 and #3)
All Three Features Are Essential

**Without excellent core content**, risk having teachers adopt practices that are ineffective or worse, counterproductive.

**Without a strong collaborative community**, risk low teacher buy-in and teachers resisting adoption of new curriculum or only passively complying.

**Without sustained cycles of inquiry**, risk teachers not having enough practice, new ideas not being incorporated into regular practice and those practices that are adopted may not be verified using evidence of student learning.
Standards Implementation Using SIA That Require Sustained Cycles of Improvement

- Aligning Curricular Resources
- Revising Lessons and Curricular Resources
- Analyzing Student Work & Assignments
- Lesson Studies

Standards-Based Instruction
Sustained Cycles of Improvement

1. **Plan** by Assessing Students and Teachers’ Needs.

2. **Learn** and Address Content & Instructional Practices.

3. **Teach** Curriculum (Lessons) to Students and Gather Evidence.

4. **Reflect** on Student Work, Evaluate & Refine.

5. **Repeat** the Cycle of Learning, Application, and Reflection!
Let’s dig into the Program Sustainability Steps...
### Program Sustainability Step 1: Align budgets and employment policies to support the standards initiative.

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<tr>
<th>INDICATOR:</th>
<th>Notes: What documentation verifies that this activity is being carried out?</th>
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<tbody>
<tr>
<td>Allot sufficient funds to support ongoing professional learning.</td>
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<td>Ensure recruitment, onboarding, and employment decisions work together to reinforce deep content expertise and a learning orientation.</td>
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<tr>
<td>Informally assess educator investment (attitudes, dispositions, and improvement of practice) in professional learning experiences and take appropriate action in response.</td>
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Discuss Program Sustainability Step 1 at Your Table

- Think of at least one example of what would make you think each indicator was evident.
- Think of another example of what would make you think each indicator was not evident.

5 minutes
Program Sustainability Step 2. Invest in high-quality instructional materials that reflect the full demands of college and career readiness in math and ELA/ literacy.

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<tr>
<td>Select instructional materials that are highly rated by external expert panels (e.g., EdReports) or engage internal experts to apply expert-designed rubrics (e.g., IMET, EQuIP).</td>
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</tbody>
</table>
| Consider multiple aspects of quality in addition to standards alignment, including:  
  - Presence of research-based instructional practices.  
  - Inclusion of educative materials for teachers to understand significant design principles and to deepen both requisite content and pedagogical knowledge.  
  - Adaptation of lessons and units to appropriately scaffold instruction for students with specific learning needs, including English language learners and students who are significantly below grade level.  
  - Evidence of student outcomes. | |
| Or adapt the existing curriculum to strengthen its alignment with the high-quality standards after conducting an alignment analysis (e.g., the CCR SIA Resource Alignment Tool, the EdReports rubric, the EQuIP rubric) to identify gaps. | |
Discuss Program Sustainability Step 2 at Your Table

- Think of at least one example of what would make you think each indicator was evident.
- Think of another example of what would make you think each indicator was not evident.

5 minutes
Program Sustainability Step 3

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| Embed professional learning into the work life of instructors so they get sufficient time to follow up on state training. (Research cites that approximately 50 hours annually is optimal.)<sup>4</sup>  
- Select instructional resources that tightly align with high-quality academic standards; alternatively, analyze and revise a resource to improve its alignment to standards (CCR SIA Advanced Unit 1).  
- Employ protocols for reviewing student work (CCR SIA Advanced Unit 2) to reflect on instructional decisions and student progress and learning needs aligned to the standards. | |
| Protect regular times for educators to develop, share, and refine best practices with their colleagues. | |
| Roll out trainings in incremental steps so instructors can make small adjustments in their teaching and to reduce staff members’ resistance and stress levels. | |
Discuss Program Sustainability Step 3 at Your Table

- Think of at least one example of what would make you think each indicator was evident.

- Think of another example of what would make you think each indicator was not evident.

5 minutes
<table>
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<tr>
<td>Explicitly acknowledge that core to the work of instructors (and those who support instructors) is the intellectual preparation needed to engage students in mastering rigorous content.</td>
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<tr>
<td>Celebrate practitioners who assume the stance of a learner, including instructors who take risks when making the changes in practice called for by the high-quality academic standards.</td>
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<tr>
<td>Actively model a learner stance in leadership positions.</td>
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<tr>
<td>Encourage instructors to take risks, ask questions, and even to challenge recommended practices to ensure any issues or concerns they have are respected.</td>
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</table>
Discuss Program Sustainability Step 4 at Your Table

- Think of at least one example of what would make you think each indicator was evident.
- Think of another example of what would make you think each indicator was not evident.

5 minutes
Program Sustainability Step 5: Support ongoing content-specific professional learning opportunities and monitor the effectiveness of standards training for its successful replication.

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<td>Engage skillful instructor-leaders to facilitate learning among their peers. This includes selecting content leads in math and ELA with deep expertise in their content areas to assist in training and coaching.</td>
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<tr>
<td>Solicit instructors’ input and feedback in implementing professional learning aligned with the standards and the learning needs of students; make the results public.</td>
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<td>Enlist support of early adopters and influential champions to coach their peers and reinforce the motivation for implementing standards.</td>
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<tr>
<td>Conduct regular classroom observations using the CCR SIA Classroom Observation Tool (CCR SIA Advanced Unit 3) to gather evidence as to how instructors are: • Mastering standards-based curricula. • Increasing student engagement in lessons. • Making assignments more demanding.</td>
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<tr>
<td>Ensure that the content of training and professional learning opportunities offered for instructors aligns with state expectations.</td>
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Discuss Program Sustainability Step 5 at Your Table

- Think of at least one example of what would make you think each indicator was evident.
- Think of another example of what would make you think each indicator was not evident.

5 minutes
**Program Sustainability Step 6.** Address transitions and turnovers in staff so newcomers receive the CCR standards training they need.

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<td>Provide new staff access to the CCR SIA Foundational Units (or their equivalent) as part of an induction process.</td>
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<tr>
<td>Assemble a collection of resources for program staff (e.g., lessons, assignments, and student work) that illuminate the standards.</td>
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</table>
Discuss Program Sustainability Step 6 at Your Table

- Think of at least one example of what would make you think each indicator was evident.

- Think of another example of what would make you think each indicator was not evident.

5 minutes
Directions:

1. In a jig-saw activity, read your assigned portion of the Sustainability Handbook.

2. At your tables, reflect on the excerpt and answer these questions:
   - How can I share these ideas in my own words?
   - What connections do I see between this material and things we’ve already learned, or from our own experiences?
   - How will I tell the members of my group about this material?

3. Share out to the group.

15 minutes
Overcoming Resistance to Change

- Offer incentives for change
- Offer procedural options for implementing change
- Establish mechanisms to facilitate change
- Embrace pragmatism while articulating idealistic goals
- Make changes in stages with realistic timelines
- Offer feedback opportunities and adjust as a result
- Institutionalize support mechanisms
Final Thoughts

- “Any major reform begins with a vision of what a desired new approach would look like and an understanding of how to facilitate necessary changes.” – Taylor, Nelson, and Adelman

- “There are no shortcuts… [no steps] are dispensable.” – Adelman and Taylor

- “It is essential to remember that implementing innovations and making the type of systemic changes that sustain them involve dynamic processes and require a flexible approach.” – Adelman and Taylor

- “Maintaining and enhancing changes can be as difficult as making them in the first place.” – Taylor, Nelson, and Adelman
Final Discussion

Questions and Comments