ACHIEVE THE CORE

USER'S GUIDE: INSTRUCTIONAL LEADERSHIP AND THE COMMON CORE STATE STANDARDS

Instructional Leadership and the Common Core State Standards **is a 1.5 hour module** designed to guide school-level instructional leaders in beginning the work of understanding and implementing the Common Core. Resources available in this module may also support content supervisors, central office leaders, and coaches in the work of planning and carrying out the implementation of the Common Core State Standards.   The module addresses five areas of consideration:

- Knowledge of the shifts
- Setting a vision for college and career readiness
- Developing clear metrics to guide the work
- Building capacity in the school and
- Staying engaged in the work

This module has been designed specifically for leadership teams at the school and district level. It could potentially also be used by school leaders to support their reflective practice in leading their community of educators through Common Core implementation. This module can also be used to lead a series of discussions that can extend into leadership meetings with teams focused on the work of implementing the Common Core State Standards.

What's In This Module?

1. User's Guide
2. PowerPoint Presentation (46 slides, with notes)
3. PowerPoint Presentation for share-out (46 slides, does not include notes)
4. Knowledge of the Shifts - 2 handouts
    - *Reflecting on Actions: ELA/Literacy Shifts**
    - *Reflecting on Actions: Math Shifts**
5. Metrics - 1 handout
    - *Getting to Measurable, Meaningful Metrics**
6. Building Capacity - handout
    - *Building Capacity for the Work**
7. Discussion Topics: *Common Core Shifts Discussion Guide*
8. Related Reading/Research
9. Video Resources
10. Web Resources

*These handouts are best distributed as electronic documents. The print versions may need to be resized in order to accommodate space for handwriting.

Using this Module

You are encouraged to **customize any or all portions of this module to meet your needs or the needs and structures of your setting.** This module on instructional leadership is a helpful first step for those individuals who will be facilitating other professional development modules in the series. Any portions of this module may be modified, reproduced and disseminated without prior permission.

If you have 1.5 hours:

1. Closely view/share the PowerPoint presentation. (60 mins)

2. In addition to viewing the full PowerPoint presentation, complete the Reflection on the Standards Handouts - either individually or as a group activity. (30 mins)

3. The remaining handouts can be used in subsequent leadership meetings or as individual reflection and planning opportunities as time permits throughout the year.

If you have 2 hours:

1. Closely view/share the PowerPoint presentation. (60 mins)

2. In addition to viewing the full PowerPoint presentation, complete the *Reflecting on Actions Handouts* - either individually or as a group activity. (30 mins)

3. Complete the *Getting to Measurable, Meaningful Metrics* framework - either individually or as a group activity. (at least 30 mins)

4. The remaining handouts can be used in subsequent leadership meetings or as individual reflection and planning opportunities as time permits throughout the year.

If you have 3 hours:

1. Closely view/share the PowerPoint presentation. (60 mins)

2. In addition to viewing the full PowerPoint presentation, complete the *Reflecting on Action Handouts* - either individually or as a group activity. (30 mins)

3. Complete the *Getting to Measurable, Meaningful Metrics* framework - either individually or as a group activity. (60 mins)

4. Complete the *Building Capacity for the Work* exercise - either individually or as a group activity. (30 mins)

5. The remaining handouts can be used in subsequent leadership meetings or as individual reflection and planning opportunities as time permits throughout the year.

These activities should be viewed as development tools best done in collaboration with colleagues.

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Suggested Module Delivery

1. **Closely view the PowerPoint presentation "Implications for Instructional Leadership" (60 mins)**

   The presentation informs participants about **5 critical aspects of Instructional Leadership important to supporting quality implementation of the Common Core State Standards**. The notes within the slide deck provide thorough information to guide individual learning. The deck can be divided into its five component sections, with time to process each section individually. The notes in the PowerPoint indicate which activities included in the module support each section.

2. **Lead Participants in the Hands-On Activity to Support <u>Knowledge Section</u>: *Reflecting on Actions* (ELA/Literacy and Mathematics)**

   These activities provide participants with the opportunity to process and reflect on the shifts. It is important that participants do more than just listen to these shifts, but also internalize them -to be able to speak to others about them, to use them to guide the work of implementation, evaluation of resources, evaluation of PD offerings, etc.

   This activity prompts participants to start applying the descriptions of the shifts to the work that happens within the classroom. It supports the opportunity to both identify challenges to address as well as opportunities that exist, in an effort to leverage current effective practices.

   These activities could be done at the end of each shift presentation [Slide 12 for ELA/Literacy and Slide 28 for Mathematics]

3. **Lead Conversation Around the Discussion Topic to Support <u>Vision Section</u>**

   First individually, and then in groups, participants respond to the following prompt: ***What policies, procedures, and/or work within your district, school, or classroom are impacted by the Common Core State Standards?*** The purpose of this activity is to convey the message that the implementation of the Common Core State Standards is much more than a standards alignment/curriculum revision project. Vision requires that this be communicated as a whole school reform, and thus this activity prompts participants to think about the connections of the work in schools to the Standards.

4. **Lead Participants in the Hands-On Activity to Support <u>Metrics Section</u>**

   Getting to Measurable, Meaningful Metrics:
   This activity is intended to lead participants through the process of clearly describing what successful implementation will look like. While leading this section of the module, it is important to give participants the opportunity to reflect individually first and then share their description with others. The more effort put into this activity the more useful it will be in actually supporting the work. As a facilitator, encourage participants to be specific in their description, including measurable outcomes wherever possible.

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One option for group facilitation is to actually have small groups present their 5 year and 1 year descriptions to each other and provide feedback to each other, most importantly on the linkages between the shifts, the descriptions, and the metrics.

Another important role of the facilitator here is to make sure that the descriptions and metrics are realistically prioritized.

5. **Lead Participants in the Hands-On Activity to Support <u>Building Capacity Section</u>**

   Building Capacity for the Work
   This activity is important in processing and planning strategies to support individuals in this change process. This activity is best done in groups. The framework includes the opportunity to name individual leaders in each group. This process supports the concept that the work of instructional leadership is more than just creating a plan, but rather requires differentiation in the needs of individual teachers. The discussion here should center on the evidence that would be relevant to determining where individuals are in the continuum. Another important note to acknowledge here is that not all teachers will become advocates and innovators. If the participants in your setting develop a thorough description and evidence statements around each of these levels, it could well inform a set of metrics for the overall implementation effort.

6. **Lead Conversation Around the Discussion Topic to Support <u>Stay Engaged Section</u>**

   To reinforce the concept that the work of instructional leadership is one of continuous learning and development, participants will in this section evaluate sources of information that will support their own learning, as well as the learning of others. This includes resources for engaging the parents and community.
   Depending upon the setting and application of this module, participants can evaluate various websites and share with the larger group. In addition, if this module is delivered to a team, this would be a good time to develop an engagement and information sharing process.

Related Readings and Research

- Leadership Characteristics that Support School Change
  http://www.sedl.org/change/leadership/

- *Putting a Price Tag on the Common Core* (Fordham Institute)
  http://www.edexcellence.net/publications/putting-a-price-tag-on-the-common-core.html

- *The Structure is the Standards* by Phil Daro, Bill McCallum and Jason Zimba
  http://commoncoretools.me/2012/02/16/the-structure-is-the-standards

- *Three Core Shifts to Deliver on the Promise of the Common Core State Standards in Literacy and Math* by David Coleman, Susan Pimentel and Jason Zimba
  See Follow-Up resources section of: http://www.achievethecore.org/steal-these-tools/professional-development-modules/instructional-leadership-module

Video Resources

- http://www.youtube.com/user/TheHuntInstitute
  The YouTube Channel by the James B. Hunt Jr. Institute for Educational Leadership and Policy contains 32 short videos on the Common Core State Standards, including direct commentary by several lead authors of the Standards

Web Resources

- www.achievethecore.org

  This site is assembled by Student Achievement Partners to provide free, high-quality resources to educators now doing the hard work of implementing these higher standards.

- www.illustrativemathematics.org

  Illustrative Mathematics provides guidance to states, assessment consortia, testing companies, and curriculum developers by illustrating the range and types of mathematical work that students experience in a faithful implementation of the Common Core State Standards, and by publishing other tools that support implementation of the standards.

- commoncoretools.me

  News about tools that are being developed to support implementation of the Common Core State Standards for Mathematics

- http://www.pta.org/parents/content.cfm?ItemNumber=2583&navItemNumber=3363

  The PTA's *Parents' Guide to Student Success* (in English and Spanish) was developed in response to the Common Core State Standards The Guide includes key items that children should be learning and activities that parents can do at home to support their child's learning.

- http://www.parcconline.org/parcc-model-content-frameworks

  The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. They are designed to support the implementation of the Common Core

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State Standards and inform the development of item specifications and blueprints for the PARCC assessments in grades 3–8 and high school.

- http://www.smarterbalanced.org/

  The website of the Smarter Balanced Assessment Consortium.

- www.corestandards.org

  The website hosts the complete CCSS documents as well as a collection of resources.

Background on the Modules and the Common Core State Standards

These modules have been designed for educators to use to support the implementation of the Common Core State Standards. The Common Core State Standards were designed explicitly as a staircase in K-12 to college and career readiness. Many U.S. students—even those who pass their high school courses and their high school exit exams—still face remediation when they get to college because they are not prepared for entry-level coursework. A 2008 study by ACT showed that only 1 in 10 8th graders are on target to be ready for college-level work by the time they graduate from high school, and only 35 percent of U.S. 12th graders scored at or above the "proficient" level on the NAEP reading test in 2005. Furthermore, research shows that remediation is a trap from which many students don't escape; the overwhelming majority of students who take remedial courses never complete college. The Common Core State Standards form a staircase to prepare students to be successful in college and their chosen career. If students successfully climb the staircase from kindergarten to 12th grade, they will then be truly ready for the demands that follow.

Please submit any feedback on this module to pdmodulefeedback@achievethecore.org