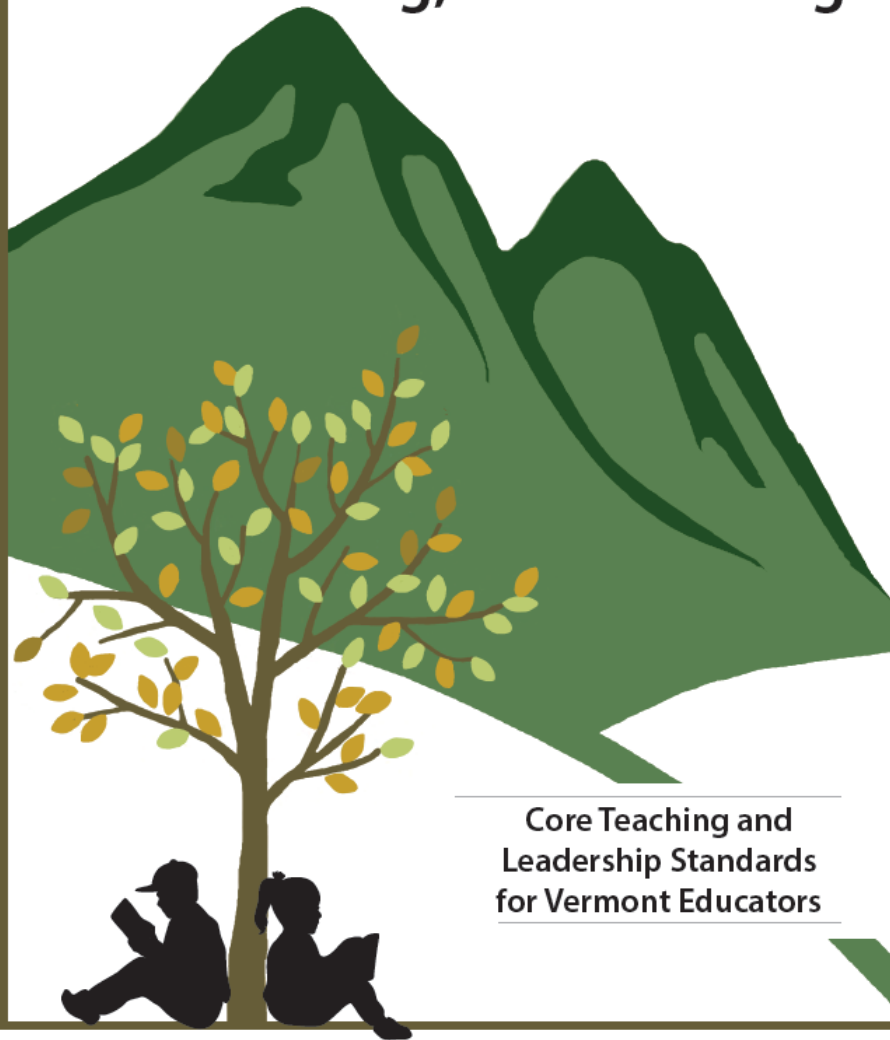




Planning to Lead Implementation of the Common Core

A Vision for Teaching, Leading, and Learning



Standards for Leadership



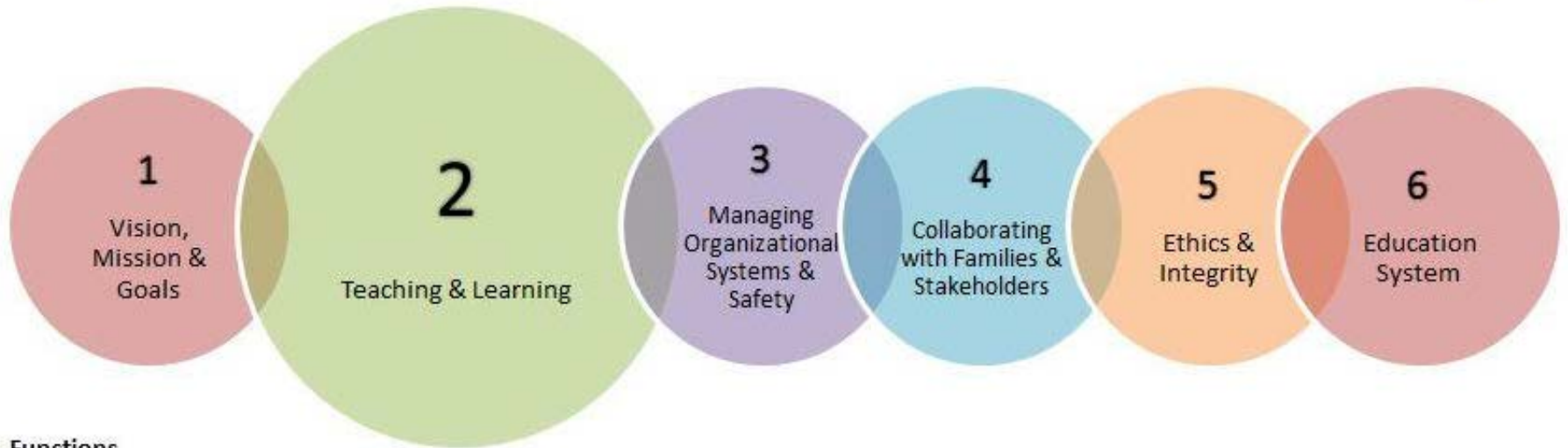
Leadership for Standards



What are the implications for Common Core Implementation?



Core Leadership Standards



Functions

- 1.1 Shared Vision & Mission
- 1.2 Data
- 1.3 Planning
- 1.4 Continuous & Sustainable Improvement
- 1.5 Evaluation

- 2.1 Culture of Collaboration & High Expectations
- 2.2 Curriculum & Instruction
- 2.3 Motivating Learning Environment
- 2.4 Supervise Instruction
- 2.5 Assessment & Accountability
- 2.6 Professional Development
- 2.7 Instructional Time
- 2.8 Effective Use of Technology
- 2.9 Evaluation

- 3.1 Systems Management
- 3.2 Resource Management
- 3.3 Safety of Students & Staff
- 3.4 Personnel
- 3.5 Distributed Leadership
- 3.6 Instructional Time

- 4.1 Data
- 4.2 Diversity
- 4.3 Families & Caregivers
- 4.4 Community Partners

- 5.1 Accountability
- 5.2 Reflective Practice
- 5.3 Democracy, Equity & Diversity
- 5.4 Law
- 5.5 Social Justice

- 6.1 Advocacy
- 6.2 Local, State, & National Concerns
- 6.3 Emerging Trends

The District's Role

Implementing the Common Core



- Align supports and accountabilities to the 7 “Shifts” in instruction
- Provide job-embedded PD
- Ask all teachers to align instruction and classroom assessment to the CCSS.
- Ask all principals to focus their observations of teachers around the shifts
- Focus observation of principals around the shifts

Adapted from www.engageny.org

Common Core Shifts for ELA/Literacy



Complexity: Regular practice with complex text and its academic vocabulary.

Knowledge: Building knowledge through content-rich academic vocabulary across the curriculum.

Evidence: Reading, writing and speaking/listening grounded in evidence from the text, both literary and informational.

Common Core Shifts for Mathematics



Focus: Focus strongly where the standards focus (key conceptual areas).

Coherence: Concepts logically connected from one grade to the next and linked to major topics within the grade.

Rigor: Pursue conceptual understanding, procedural skill, and fluency, and application in various contexts with equal intensity.

Integration: Mathematical practices are standards that will be taught and assessed.

The District's Role

Implementing Data Driven Instruction



- Ensure the use of district-wide, common interim assessments aligned to the Common Core
- Ask and support all principals to foster systems for assessment-in-hand analysis of interim assessment data to drive changes in teacher practice
- Ask and support all principals to launch or improve this data driven system. This is not “data” as usual.
- Support Principal Skill Development in running effective data meetings, creating risk-taking opportunities for teacher reflection, using interim assessment informed lens to observe teachers and give feedback

Adapted from www.engageny.org

The District's Role

Implementing Teacher/ Leader Effectiveness



- Push the culture of the district to focus on high quality, evidence-based observation and continuous improvement.
- Establish systems and environments where principals and teachers feel safe to take risks, to use data, to name where they need to improve and to set about doing so.
- Ask and support all principals and other teacher supervisors to be in classrooms.