



Reform Support Network

Reform Integration Framework and Resource Guide

How State and local education agencies can help educators connect the dots among college- and career-readiness standards, aligned assessments and educator evaluation and support systems



October 2014

Table of Contents

Introduction to the Reform Integration Framework and Resource Guide	3
Using the Integration Framework.....	4
Focus Area 1: Select and use CCRS-aligned instructional materials and assessments.....	5
Focus Area 2: Connect observations and support systems with CCRS to enable better instruction	7
Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems.....	10
Focus Area 4: Involve teachers, leaders and external partners to improve the agency’s integration efforts.....	12
Resources for Integrating CCRS, Assessments and Educator Evaluation and Support Systems	15
Resources for Focus Area 1: Select and use CCRS-aligned instructional materials and assessments.....	15
Resources for Focus Area 2: Connect observations and support systems with CCRS to enable better instruction	20
Resources for Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems.....	23
Resources for Focus Area 4: Involve teachers, leaders and external partners to improve the agency’s integration efforts	27
Spotlights: State Approaches to Integrating Reforms	30
State Approach to Integrating Reforms: Colorado	30
State Approach to Integrating Reforms: Massachusetts	32
Appendices	36
Appendix A: Integration Framework.....	36
Appendix B: Integration Resources Organized by Practice.....	38
Appendix C: Integration Resources Organized by State or Organization	43

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.

Introduction to the Reform Integration Framework and Resource Guide

State and local education leaders implementing new college- and career-ready standards (CCRS), next-generation assessments and updated educator evaluation and support systems are turning attention to cohesion—or integration—of these three reforms as a top priority for supporting educators and for increasing the number of students graduating high school college and career ready.

The *Reform Integration Framework and Resource Guide* offers State and local education leaders a framework to identify priorities for integrating reforms; more than 50 resources contributed by States, districts and organizations that can be adapted for local use; and spotlights on integration occurring in States with varying contexts, including Colorado and Massachusetts.

This Reform Support Network (RSN) guide's resources are organized in four areas, each pointing to key actions at the State and local level that can support integration of the reforms in schools and classrooms:

1. **Select and use CCRS-aligned instructional materials and assessments** (to transform every teacher's instructional practice);
2. **Connect observations and support systems with CCRS to enable better instruction** (to increase the quality of observation and feedback by all evaluators);
3. **Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems** (to support educators and fund implementation); and
4. **Involve teachers, leaders and external partners to improve the agency's integration efforts** (to fuel long-term sustainability of the State's reforms).

The *Reform Integration Framework and Resource Guide* provides State and local leaders different ways to engage in the work of integrating reforms. You can use this guide to better clarify the points of intersection among the reforms in your State or district, to locate aligned resources and to learn more on how others are doing promising work to integrate reforms.

Integration results when educator support and evaluation systems are intentionally and systematically coordinated with efforts to help teachers shift their instructional practice to support great teaching so that students meet the expectations of new CCRS and CCRS-aligned assessments.

How to Use the Reform Integration Framework and Resource Guide

The guide includes helpful tools and resources for improving the integration of your State or district reforms. Take a moment to orient yourself to what the guide offers.



1. Table of Contents

Use the Table of Contents to navigate through the Reform Integration Framework and Resource Guide.



2. Using the Integration Framework

Learn about the Integration Framework and how integrating reforms can result in promising work to improve student achievement.



3. Resources

Access a library of 50 resources created by States, districts and organizations to integrate reforms.



4. Spotlights

Review State approaches to integrating reforms.

The icons (shown above) will help you navigate within the guide and are located within the footer of each page.

There are hyperlinks throughout the Resource Guide. The **blue hyperlinks** will take you to an external Website. The **red hyperlinks** will take you to an annotation within the guide.



Using the Integration Framework

The Integration Framework describes a rigorous list of 12 Practices organized by four Focus Areas and includes an exercise that, once complete, will help your agency locate relevant resources that shed light on how others are integrating in areas similar to you. Use the Integration Framework to determine what to prioritize in your work to integrate reforms, and then find resources within this guide that can be adapted to strengthen your agency’s work of supporting teachers and principals and helping students become college and career ready. The Integration Framework can inform State and local priorities, but implementation will vary from State to State depending on issues such as approach, needs and varying degrees of State and local control.

Given that integrating reforms requires high levels of cross-team collaboration within and outside an education agency, it is recommended that a combination of content and operations leads from multiple issue areas as well as outside partners such as local superintendents or advisory board members participate in a self-assessment exercise.

By completing this exercise, your agency will:

1. Assess strengths and areas for growth in Practices that integrate CCRS, aligned assessments and educator evaluation and support systems.
2. Identify priorities for improving the integrated implementation of CCRS, aligned assessments and educator evaluation and support systems.
3. Be guided to relevant resources to address your agency’s integration priorities.

Step 1: Orient yourself to the Integration Framework (15–20 minutes in advance). The Integration Framework presents four Focus Areas comprising 12 Practices. While the overall list is intentionally short, each Practice includes related activities that are complex and meant to spur new thinking.

Step 2: Assess strengths and areas for growth of your agency’s efforts to integrate reforms (60–90 minutes). Use the guiding questions with each Practice to assess your agency’s strengths and areas for growth. Cite evidence.

Rating Scale:

1 = Inadequate	2 = Emerging	3 = Strong	4 = Exemplary
This is a major area for growth in our agency that is not being addressed effectively. Our work is not integrated in this area.	This is a gap in our agency, but we are actively working on improvements. Our work is becoming more integrated in this area.	This is a strength in our agency. Our work is mostly integrated in this area.	We are a national model for integrating reforms in this area. Our work is fully integrated in this area.

Step 3: Decide what to prioritize from the Integration Framework (30 minutes). After self-assessing on each of the Practices, you are likely to have a mix of strengths and areas for growth. Consider what stands out: Which Focus Areas or Practices are most critical to prioritize *right now*? Consider reducing your list to two-to-five Practices to prioritize. These can be any combination of strengths and areas for growth.

Step 4: Use this guide’s resources to address your agency’s integration needs (ongoing). After selecting the Practices most critical for improving implementation of State and local reforms, use this guide’s resources contributed by other States and organizations to jump-start new work or to enhance work underway. Each resource includes an annotation that shares helpful insights, including how a State education agency (SEA) and local educational agency (LEA) may use or adapt that resource for its own purposes.

Integration Framework Background

The Integration Framework was co-developed with State and district leaders, beginning with four States in the RSN’s Transitions Work Group—Delaware, Maryland, Massachusetts and New York—to solve a common problem of practice: How can States ensure teachers and principals have the support, focus and time to learn new CCRS, adjust to next-generation assessments and improve their practice as a result of educator evaluation and support systems revised to raise student learning?

Research and interviews with State education leaders and experts within and outside the Work Group (including Colorado, the District of Columbia, and Louisiana) honed the Framework’s Practices and Focus Areas to reflect the most critical “to dos” for education leaders committed to improving the cohesiveness of these three reforms.

Two efficient approaches to completing the self-assessment:

1. **Gather the entire team for a two-hour meeting** to assess using the Integration Framework and move through steps 1–4. *All members will need ~15–20 minutes prior to the meeting to review the Integration Framework.*
– OR –
2. **Complete steps 1 and 2 independently or in smaller teams and then convene the whole group to reach consensus and to complete Step 3.** *You may also consider creating smaller teams to rate by Focus Area (for example, content leads self-assess Focus Areas 1 and 2 while operations leads self-assess Focus Areas 3 and 4).*

Focus Area 1: Select and use CCRS-aligned instructional materials and assessments

In Focus Area One, States and districts:

- a. Guide educators to select and implement instructional strategies and curricular resources that connect CCRS and educator evaluation and support systems.
- b. Encourage the selection of high-quality CCRS-aligned diagnostic and formative assessments and performance tasks, including for student learning objectives.
- c. Ensure that classrooms are technologically equipped to support digital instructional materials, online assessments and educator evaluation data and support systems.

State and district leaders are working on multiple fronts to offer educators increased guidance and resources in support of CCRS: updated curriculum frameworks, newly aligned formative and summative assessment tools, exemplars for teacher goal setting in student learning objectives (SLOs), instructional strategy guides and new classroom technologies. It is also important that State and local educator evaluation and support systems for SLOs and classroom observations—through their resources and guidance—encourage educators to use instructional materials and assessments aligned with CCRS. Educators should understand the connection between CCRS and educator evaluation and support systems: they must use high quality CCRS materials to meet educator proficiency standards.

Providing educators with exemplar CCRS-aligned curricular materials, assessments and student learning goals is one way States and districts might consider prioritizing such support. Without guidance about what materials and resources for students are CCRS-aligned, educators are likely scouring the Internet or relying on outdated textbooks. Educators are shifting their professional practice to help students achieve more and the resources provided—such as those that are needed in the goal-setting process to create CCRS-aligned SLOs—should align with CCRS.

Some States have prioritized integrating CCRS-aligned instructional materials and assessments by revamping how teachers access resources and by providing guidance about what is and is not CCRS-aligned. In **Louisiana** and **New York**, among other States, teachers have access to CCRS-aligned resources and video libraries that organize content by the way teachers work through any given academic year (that is, teachers set goals, plan, instruct, reflect, etcetera). By organizing resources this way, State and district leaders are demonstrating coherence among the reforms.

When reviewing **Focus Area One**, consider which CCRS-aligned resources are available to educators that support planning and instruction. Educators, whether planning a school year or an individual lesson, should have access to CCRS-aligned resources that complement their instructional practice (for example, goal setting, mid-year reflections, observation rubrics) and that support student learning (for example, curriculum guides, instructional materials).

Focus Area 1: Select and use CCRS-aligned instructional materials and assessments
Align curriculum, student assessments and SLOs with CCRS instructional expectations

a. Guide educators to select and implement instructional strategies and curricular resources that connect CCRS and educator evaluation and support systems.

Does your agency...

- i. Guide educators to understand CCRS instructional shifts and to select and use CCRS-aligned instructional resources (for example, review and publish analyses of the alignment of commonly used curricular materials)?
- ii. Incorporate CCRS instructional shifts into teacher practice rubrics and recommend instructional resources and strategies that promote teacher understanding and implementation of the shifts?
- iii. Offer universal access to CCRS by making available resources and guidance that help teachers adapt or differentiate instructional materials and strategies for all students?

<i>Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?</i>	<i>Rating (1–4):</i>

b. Encourage the selection of high-quality CCRS-aligned diagnostic and formative assessments and performance tasks, including for SLOs.

Does your agency...

- i. Demonstrate what quality assessments look like via curated examples, assessment guidelines or quality rubrics for various grades and subjects?
- ii. Provide lists of eligible, high-quality, CCRS-aligned assessments for SLOs?
- iii. Audit local assessments or provide guidance for eliminating assessments that do not align with CCRS, SLO goal setting or quality teaching?
- iv. Share annotated SLO exemplars (especially in pre-K–3, and pre-K–12 science and social studies) that illustrate how CCRS and aligned assessments can be incorporated into the SLO goal-setting process?

<i>Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?</i>	<i>Rating (1–4):</i>

c. Ensure that classrooms are technologically equipped to support digital instructional materials, online assessments and educator evaluation data and support systems.

Does your agency...

- i. Offer online formative assessment tools that include CCRS-aligned item banks and student data reporting capabilities, and that can be used to create teacher measures of student learning growth for evaluation systems?
- ii. Share or encourage the use of technology platforms and data systems that provide formative and summative student growth and teacher evaluation data in user-friendly, real-time formats to enable data-driven, professional development?
- iii. Assess the technological readiness of all local educational agencies (LEAs) and schools for computer-based assessments, digital instructional materials and educator evaluation data and support systems (that is, device: student ratio, Internet bandwidth, hardware specifications)?
- iv. Use resources, including Federal funds, strategically to build and maintain technology infrastructure in support of better teaching and learning?

<i>Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?</i>	<i>Rating (1–4):</i>

Focus Area 2: Connect observations and support systems with CCRS to enable better instruction

In Focus Area Two, States and districts:

- d. Streamline, refine and/or prioritize teaching standards and evidence collection to place greater emphasis on teacher understanding and use of appropriate CCRS-aligned grade/subject content and content-specific instructional strategies.
- e. Ensure evaluators know how to observe and provide ongoing feedback on teacher use of grade-level CCRS content and instructional strategies in planning and instruction.
- f. Provide professional development on CCRS and educator evaluation concurrently, rather than separately.

Updating teacher evaluation and support systems to align with CCRS as cohesively as States and districts intend likely involves updating goal-setting processes, observation and feedback cycles, and professional development and continuous improvement strategies.

Refining observation rubrics to improve CCRS-aligned teaching

By refining professional practice rubrics that often pre-date CCRS, States and districts can focus educators on the skills and instructional strategies most critical to support CCRS-aligned instruction. Many existing rubrics were designed to encompass all responsibilities of a teacher (that is, planning, instruction, management, professionalism, family engagement, etcetera), but were not necessarily designed to be part of formal evaluation systems, because they required the collection of evidence over longer periods of time and of both planning and teaching.

Rubrics updated to reflect CCRS-aligned instruction might focus evaluators on observing student behaviors in the classroom during lessons, along with teacher understanding and use of CCRS-aligned grade/subject content and instructional strategies—

over many of the other teacher practice standards. For example, the rubrics should help evaluators note and observe how teachers find a balance over time in genre selection for English language arts (ELA) texts taught in the classroom, or how the mathematics instructional practices are incorporated with content.

Planning and other activities are critical, but evaluators' time is scarce. Evaluators might therefore focus observations and feedback on efforts to improve teachers' direct interactions with students. When evaluators focus on what happens in the teaching process, they will inherently see the results of good planning. Overall, rubrics can be both more manageable and more effective when they emphasize what a teacher and her students are doing in a classroom. Louisiana, for example, identified just five components of a well-known framework of more than 20 components for its formal evaluation system to help observers focus on the most important set of student and teacher actions that are observable in classrooms.

Improving evaluator accuracy and evidence collection to support high-quality, CCRS-aligned observations

While streamlining or slimming down rubrics to favor CCRS instruction is important, education leaders also want evaluators to have accuracy in their observation ratings and evidence that is CCRS-aligned. When implemented at a high level of quality, observations provide valuable feedback to teachers, which in turn help them improve their practice and student outcomes. School, district and State leaders are able to use data from high-quality observations to improve supports and policies that will strengthen the quality of the teaching force. To improve the efficacy of observations as a tool of teacher development, State and district leaders should equip observers with the knowledge and skills to accurately assess teacher effectiveness and provide high-quality feedback to improve instruction. For instance, States are launching video libraries to help evaluators calibrate on ratings,

organizing co-observation opportunities for observers to norm on real classroom observations, and offering CCRS-aligned observation tools. See, for example, New York's **grade- and subject-specific instructional practice guides**, Colorado's **crosswalks of teacher practice standards to curriculum frameworks** and many other States' instructional video libraries. In addition to these strategies, please refer to the RSN publication **Promoting Evaluation Rating Accuracy: Strategic Options for States**.

Updating coaching, feedback and professional development systems to improve CCRS-aligned teaching and learning

To promote continuous improvement and to build the capacity of evaluators, some States are prioritizing the use of teacher observation results and student growth data to inform professional development; encouraging or creating structures for teacher leaders and other exemplary staff to use in engaging their peers in professional development opportunities that connect observations feedback and instructional coaching; holding principals accountable for planning

and conducting faculty meetings grounded in CCRS, student growth data (including student work) and educator evaluation data; and developing or recommending systems/software that tailor professional development resources to individual teachers' observation ratings.

In addition to these school- or district-wide systems of continuous improvement, State and district leaders might also provide video resources; training for evaluators that focuses not just on "certification" and meeting minimum quality standards, but also helps strengthen evaluators' skills in offering post-observation feedback; as well as templates that model pre- and post-observation meetings and CCRS-aligned formative feedback.

When reviewing **Focus Area Two**, consider how each Practice reinforces both evaluation and support for CCRS-aligned instruction. Streamlining observation rubrics, improving the skills of evaluators and integrating professional development can improve the quality of observation and feedback all evaluators provide to their teachers.

Focus Area 2: Connect observations and support systems with CCRS to enable better instruction
Align teacher practice standards, observation rubrics and evidence collection with CCRS instructional expectations

d. Streamline, refine and/or prioritize teaching standards and evidence collection to place greater emphasis on teacher understanding and use of appropriate CCRS-aligned grade/subject content and content-specific instructional strategies.

Does your agency...

Focus attention on those teacher practice standards that:

- i. Make explicit connections between CCRS expectations and teacher practice expectations in the observation rubrics?
- ii. Allow observers to prioritize instruction over other teacher practice standards, and focus observers on teacher understanding and implementation of CCRS-aligned grade/subject content, such as a balance in genre selection for ELA texts or level of application in mathematics; evidence of instructional shifts in texts selected, materials used or tasks assigned?
- iii. Require use of appropriate CCRS-aligned grade/subject instructional strategies?
- iv. Produce student actions and work samples that demonstrate CCRS learning?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?

Rating (1–4):

e. Ensure evaluators know how to observe and provide ongoing feedback on teacher use of grade-level CCRS content and instructional strategies in planning and instruction.

Does your agency...

- i. Produce or share resources that demonstrate CCRS-aligned teacher practice standards in action (for example, video libraries or grade/subject-specific instructional practice guides)?
- ii. Conduct or promote ongoing training activities that help evaluators improve the accuracy of their ratings (for example, professional development walk-throughs or observer certification and re-certification)?
- iii. Provide guidance/coaching for principals/evaluators on how to give quality formative feedback (for example, video examples of observation pre- and post-conferences)?
- iv. Provide resources and time during the school day to support pre- and post-observation conferences that improve use of CCRS-aligned content and instructional strategies?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?

Rating (1–4):

f. Provide professional development on CCRS and educator evaluation concurrently, rather than separately.

Does your agency...

- i. Make explicit connections between CCRS expectations and teacher practice expectations in all relevant professional development activities?
- ii. Develop professional development opportunities based on both teacher observation results and gaps identified in student growth data?
- iii. Encourage or create structures for teacher leaders and other exemplary staff to engage their peers in professional development opportunities?
- iv. Hold principals accountable for planning and conducting faculty meetings grounded in CCRS, student growth data (including student work) and educator evaluation data?
- v. Develop or recommend systems/software that tailor professional development resources to observation ratings?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?

Rating (1–4):

Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems

In Focus Area Three, States and districts:

- g. Align leadership, coaching, feedback and professional learning systems to support CCRS-aligned teaching and learning.
- h. Update existing program management and communication processes and routines to enable better communication with the field, and more collaboration and reduced siloes among LEA and SEA staff.

CCRS, aligned assessments and updated educator evaluation and support systems pose new demands on resources, especially as these three reforms are implemented all at once or one after another. With States and districts working hard to align people, technology, time and money with implementation of CCRS, assessments and educator evaluation and support systems, many leaders are reimagining the use of available resources by streamlining policy and budget activities to bolster programs that support integration efforts and by eliminating those that do not.

One way to align resources is to link State or district programs that support CCRS-aligned teaching and learning—consider initiatives that support leadership, coaching, feedback and professional learning systems. Consider: Do existing programs and resources support new reforms (by eliminating outdated State- or district-provided instructional coach frameworks, guidance or requirements, software licenses to support professional development)? If not outdated, are these programs complementary to one another? How could they be better connected or streamlined? Massachusetts, for example, created **incentive grants** to reward LEAs that update and align programs, activities and funds and that share innovative practices for integrating new standards and evaluation and support systems.

Education leaders might also consider evaluating their current use of Federal funds (for example, Title

I, Title II and the Individuals with Disabilities Act). Assuming use of these funds still fall in line with Federal requirements, State and district leaders might find they are able to create more flexibility for these funds to be used to support integration. Delaware is having districts complete implementation plans that detail goals, activities, strategies, metrics and funding sources, all geared toward submitting a consolidated Federal grants application that tries to tackle all reforms as a package instead of singular events. An example of redirecting a program without changing its funding is revising the orientation programs for newly hired teachers by integrating professional development on the CCRS with its educator evaluation and support system.

State and district leaders might also consider updating existing program management and communication processes and routines to enable better communication with the field, and more collaboration and reduced siloes among LEA and SEA staff. Updates of this kind take many forms, including refining a State's theory of action to show how the reforms are deliberately and mutually supportive, developing a culture of cross-team collaboration (that is, ensuring that content leads are working closer together than ever before without compromising efficiency) and streamlining communications with the field. Colorado's **yearlong calendar for local superintendents and principals** not only demonstrates integration to its local leaders but also reflects the close collaboration between content leads within the SEA necessary to co-develop timelines that align resources across multiple content offices.

When reviewing **Focus Area 3**, consider how policy and budgeting, in addition to people, technology and time, can be repurposed to support the integration of CCRS, aligned assessments and educator evaluation and support systems. Thinking of resource alignment in this way can help increase the longevity of the State's long-term reform efforts by supporting educators and funding implementation.



Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems

Assess and streamline policy and budget activities to bolster programs that support integration efforts and eliminate those that do not

g. Align leadership, coaching, feedback and professional learning systems to support CCRS-aligned teaching and learning.

Does your agency...

- i. Enable more opportunities for teachers to collaborate, receive feedback and participate in subject- or grade-based professional development by revising policies and repurposing funds (for example, allowing more flexibility in the school day for teacher release time, using Title II funds for local CCRS and educator evaluation and support experts to develop resources, braiding curricular and educator effectiveness funds to support more job-embedded professional development)?
- ii. Assess, update and retool instructional support programs to fully align with CCRS and educator evaluation and support systems (for example, so that new teacher orientation focuses on CCRS and teacher practice expectations; Title II instructional coaches conduct observations and use observation data to design or update professional development; Title I resources are leveraged to support CCRS and assessment resource needs as allowed under federal requirements)?
- iii. Create incentives for LEAs and schools to align programs, activities and funds to innovate and share best practices for integrating reforms (for example, local integration grants, local flexibility waivers, networking opportunities with other SEAs, LEAs and schools)?

<i>Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?</i>	<i>Rating (1–4):</i>

h. Update existing program management and communication processes and routines to enable better communication to the field, more collaboration and reduced siloes among LEA and SEA staff.

Does your agency...

- i. Assess and refine its theory of action for how CCRS, aligned assessments and educator evaluation and support systems are integrated?
- ii. Hold regular cross-team meetings that include operations and content leaders to align on priorities, co-develop plans and resources and synchronize timelines?
- iii. Streamline the number of messengers and frequency of communications between the agency and the field (for example, streamline disconnected multiple newsletters to the field; designate clear points of contact between the SEA and LEAs, LEAs and schools)?

<i>Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area?</i>	<i>Rating (1–4):</i>

Focus Area 4: Involve teachers, leaders and external partners to improve the agency's integration efforts

In Focus Area Four, States and districts:

- i. Communicate frequently the underlying theory of action that ties the reforms together.
- j. Develop and use aspirational messages that showcase proof points and the interdependency of the reforms.
- k. Establish clear performance metrics to measure the success of efforts to integrate the reforms at the SEA, LEA and school levels.
- l. Assess progress and involve LEAs, principals, teachers and other stakeholders to continuously improve implementation of the reforms.

Involving teachers, leaders and external partners in improving State and local integration efforts is the fourth focus area of the Integration Framework. Much of the work to involve stakeholders is supported by performance management¹ and stakeholder engagement² strategies that bolster integration and continuously improve the reforms. As challenges arise, which they surely do when implementing reforms of this size, educators and other stakeholders can be co-problem-solvers alongside the State or district. Bringing educators into the planning, implementation and refinement process early on can also help leaders navigate what might have been unforeseen obstacles.

¹ **Performance management**, as defined by the RSN's *Sustainability Rubric*, is a systemic approach to assure quality and progress toward priority goals—and the priority reforms that lead to them—by setting clear expectations, monitoring progress against them and using this information for continuous improvement.

² **Stakeholder engagement**, as defined by the RSN's *Sustainability Rubric*, involves creating opportunities for one or more stakeholders to participate in dialogue or action for the purpose of arriving at a shared understanding of a particular aspect of reform. This dialogue involves stakeholder(s) in making decisions about the reform effort, creating joint ownership and responsibility for the outcomes of reform and strengthening the relationships between the SEA and stakeholders.

Education leaders might begin work to involve stakeholders by reflecting on whether the State theory of action and ongoing messaging demonstrate integration. Consider the extent to which reforms are being communicated as individual initiatives versus a cohesive set of policies and activities. Messages that reinforce the importance of integration can empower teachers and principals to connect the dots and integrate the reforms in their schools and classrooms.

Also consider the various communication channels available to broadcast the theory of action and messages (that is, Web, print and social media; partners and professional associations; newsletters), whether there exist duplicative channels that should be streamlined and integrated, and whether all audiences are informed of the State's goals and implementation efforts. Delaware, New York, Maryland and Massachusetts worked collaboratively through the RSN's Transition Work Group to develop **integration-aligned messages** that are both aspirational and overarching, and that can be tailored to individual audiences.

In addition to the messaging developed by the Transitions Work Group, the RSN's **4Is Framework** (Inform, Inquire, Involve and Inspire) offers education leaders a guide to developing effective and engaging communications efforts that can also aid integration, as it focuses on building coalitions and ownership with key audiences.

Along with the agency's theory of action and messages, education leaders might also revisit performance metrics to monitor the progress of integration efforts. Metrics that monitor whether educators are experiencing integrated reforms, that educators have the resources and support needed to implement the reforms and that the integrated reforms approach is improving learning are critical areas to watch closely. In addition, State and district offices might consider establishing metrics around

how integration is occurring internally. For example, are content leaders routinely meeting to align on priorities? Are plans to de-silo offices or streamline agency operations on track? As data are collected and feedback gathered, leaders can then assess progress and engage stakeholders to address concerns and recognize progress.

When reviewing **Focus Area 4**, consider whether a clear theory of action has been established and whether key messaging exists to reinforce integration.

Also reflect on the extent to which the State has integration-aligned performance metrics to measure progress and stakeholder groups involved to co-problem-solve. Involving stakeholders to improve the State's integration efforts will fuel long-term sustainability of the reforms and extend the capacity of the State for years to come.

Focus Area 4: Involve teachers, leaders and external partners to improve the agency's integration efforts
Utilize stakeholder engagement and performance management strategies to bolster integration and to continuously improve the reforms

i. Communicate frequently the underlying theory of action that ties the reforms together.

Does your agency...

- i. Make its theory of action for integrated reforms visible to the public and to key stakeholder groups (for example, through various media outlets; forums with LEAs, principals and teachers; public materials including Website)?
- ii. Inspire stakeholders with its theory of action through core messaging (for example, letters, speeches, testimony, promotional and/or other communications channels, including social media)?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area? *Rating (1–4):*

j. Develop and use aspirational messages that showcase proof points and interdependency of the reforms.

Does your agency...

- i. Inform stakeholders of its approach to integrate CCRS, assessments and educator evaluation and support systems?
- ii. Draw explicit connections between the reason for integrated reforms and State, regional or local needs (for example, economic, political, social imperatives)?
- iii. Involve content leaders in the development of communication messages?
- iv. Work with partner organizations to ensure core messaging is reflected in non-agency-created documents, materials and communications opportunities?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area? *Rating (1–4):*

k. Establish clear performance metrics to measure the success of efforts to integrate the reforms at the SEA, LEA and school levels.

Does your agency...

- i. Have/use metrics that measure skills and willingness of teachers and instructional leaders to meet CCRS and educator evaluation and support expectations (for example, teachers reporting receiving observations/coaching based on instructional practices and aligned instruction to the CCRS, teachers reporting integration is happening at school level, results of teacher observation and student growth data are aligned)?
- ii. Have/use metrics on the availability and use of high-quality CCR-aligned standards, assessment and educator evaluation and support resources for the field (for example, availability and usefulness of assessments and curricular materials aligned to the CCRS, observation instruments to gather evidence on CCRS, self-ratings/reflections on the quality of CCRS, assessment and educator support and evaluation resources)?
- iii. Have/use metrics on efficacy of the internal operations of the SEA/LEA (for example, streamlining of resources, staff capacity, interoffice collaboration)?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area? *Rating (1–4):*

l. Assess progress and involve LEAs, principals, teachers and other stakeholders to continuously improve implementation of the reforms.

Does your agency...

- i. Inquire about progress and gaps across the reforms by using data and by engaging teachers, principals, parents and other groups (for example, ad hoc committees, discussion boards, surveys, town halls, focus groups, through student growth and teacher evaluation data, monthly check-ins with education leaders—superintendents, principals, etcetera)?
- ii. Interpret and analyze incoming qualitative and quantitative data to adjust course when needed?
- iii. Regularly communicate relevant changes back to the field?

Strengths/areas for growth: What resources and/or practices exist to support teachers and leaders in this Focus Area? *Rating (1–4):*

Resources for Integrating CCRS, Assessments and Educator Evaluation and Support Systems

Resources available in the *Reform Integration Framework and Resource Guide* align to the Integration Framework. This compilation is not intended to be a comprehensive list of existing resources, but rather provides a sampling of what is available. Resources included were identified by practitioners in the field and carefully selected by the authors of this guide based on each resource’s alignment to one or more areas of the Framework. Refer to your self-assessment results from the previous section to identify resources that are aligned to your State or district priorities. Each resource includes a brief annotation that describes how the resource might be used in your agency. In addition, a link to each resource is provided. The annotations below are organized by Focus Area. For a list of resources organized by Practice or State/organization, refer to Appendices B and C.

Resources for Focus Area 1: Select and use CCRS-aligned instructional materials and assessments

Align curriculum, student assessments and SLOs with CCRS instructional expectations

Organization:	Achieve
Resource:	Educators Evaluating Quality Instructional Products (EQulP) Rubrics
What’s inside:	Rubric and tools to assess CCRS alignment of instructional materials
Aligns with:	1a
<p>Teachers and leaders use criterion-based EQulP rubrics to evaluate the alignment of English and mathematics lessons, units and other instructional materials to CCRS. The site includes exemplar lessons and units, a protocol for assessing student work as an indicator for CCRS alignment and modules that demonstrate effective observations and criterion-based feedback. Ultimately, resources such as this one help teachers and leaders measure the alignment of their own instructional resources to CCRS.</p>	

Organization:	Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting
Resource:	Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders
What’s inside:	Guide and school-level implementation resources
Aligns with:	1a, 1b, 2e, 2f
<p>Principals and school leadership teams use the indicators, action steps, metrics and tools (linked within this resource) to support their shift to higher standards—a shift that the authors argue requires a change in whole-school practice. This guide organizes specific approaches to transitioning to new standards and assessments at the school level by seven indicators. Indicator Number 2 of 7, for example, provides steps to establish common expectations, support systems and accountability structures that build a community of practitioners who demonstrate deep knowledge of and facility with standards-based instruction.</p>	

Organization:	California Department of Education
Resource:	California Learning Resource Network
What’s inside:	Standards-aligned supplemental curriculum resources, assessments and online courses
Aligns with:	1a
<p>Educators can search for supplemental instructional resources that are peer reviewed and aligned to specific content standards. Additionally, this site provides standards-aligned assessment tools and online courses of varying lengths that have also undergone a rigorous review process. Robust and easy-to-use search capabilities—by subject, grade level, standard and publisher, among others—help educators efficiently locate resources.</p>	

Organization:	Colorado Department of Education
Resource:	District Sample Curriculum Project
What's inside:	Teacher-developed curriculum units, templates and supplemental materials aligned to CCRS
Aligns with:	1a, 1b

Educators across Colorado use the resources developed by fellow educators to translate Colorado's CCRS into instructional materials and practice. Over the past two years, hundreds of educators in districts across Colorado worked with the Colorado Department of Education Standards and Instructional support team to create, pilot and refine these exemplar curriculum units for every grade level and content area. Each curriculum unit includes student learning experiences, teacher and student resources, assessment ideas and differentiation options for immediate use by other Colorado teachers or adaptation based on local needs. They are designed to provide support (or conversation/creation starting points) for teachers, schools and districts as they make their own local decisions around the best instructional plans and practices for all students.

Organization:	Denver Public Schools
Resource:	Self-Assessment for Standards Readiness
What's inside:	Self-assessment tool for standards and assessment implementation readiness
Aligns with:	1a, 1b, 1c

School leaders in Denver Public Schools can use this self-assessment as the introductory step for accessing its larger [Standards Toolkit](#), a resource that aids school leaders in implementing standards-based instruction and assessments. The self-assessment tool guides school leadership teams through a reflective process that helps determine a current state of readiness and implementation of the core shifts in practice and standards. The LEA uses the data it collects from the self-assessment to prioritize support to schools. The LEA also automatically sends links to relevant resources based on a user's responses to the self-assessment. Note that this link is specially made for non-LEA users who want to try out the tool without affecting the in-LEA data.

Organization:	Louisiana Department of Education
Resource:	Curricular Resources Annotated Reviews
What's inside:	Educator-vetted curricula, organized by how well they align with Common Core State Standards
Aligns with:	1a, 1b

As educators work to reconcile new content and performance standards, States and districts can help by collecting, vetting and guiding educators toward high-quality instructional strategies and curricular resources that connect standards with educator evaluation and support systems. Such resources not only provide concrete connections between the two sets of standards but also encourage the selection of high-quality aligned instructional materials and assessments by teachers and leaders. The most important output of these types of databases and reviews are to demonstrate to districts and educators what quality materials and assessments look like. This can be done in any number of ways, including curated examples, assessment guidelines or quality rubrics for identifying high-quality tools for various grades and subjects.

The Louisiana Department of Education (LDE) recently began a comprehensive effort to provide [annotated reviews](#) of curricular materials and assessments currently available for K–12 teachers to identify high-quality tools that align to the Common Core State Standards (CCSS). The ultimate goal is to have an online database that provides ongoing, easy access and guidance for districts as well as constructive feedback for providers. For the review, LDE recruited content experts from around the State. These experts provided an initial screening of all materials based on rubrics provided by the department. After this initial review, LDE staff consolidated the reviews and presented them to internal experts who will conduct a final vetting for the State. Finally, the department will publish the reviews on the State Website grouped into three tiers: 1) Tier 1 – Exemplifies CCSS Quality; 2) Tier 2 – Approaches CCSS Quality; and 3) Tier 3 – Does not represent CCSS Quality. Educators can review each of the offerings through the State's Classroom Support Toolbox and select which works best for their classrooms. More information on the process for the reviews as well as individual rubrics and evaluation tools for grades and subjects can be found [here](#).

Organization:	Louisiana Department of Education
Resource:	Setting Goals: The Student Learning Target Process
What's inside:	Process guide and instructional resources to set CCRS-aligned SLOs
Aligns with:	1b

Teachers, principals and instructional coaches use this brief guide to implement the teacher goal-setting process (SLOs) to meet the expectations of Louisiana's teacher and leader evaluation and support system. Teachers use the guide to align their student achievement goals with available instructional resources (standards, assessments and curriculum plans). This resource reinforces how the evaluation system is a means for teachers to develop instructional goals for students that tightly align with Louisiana's CCRS and assessments.

Organization:	Louisiana Department of Education
Resource:	Teacher Resource Library by Grade Level
What's inside:	Website that organizes resources for CCRS-aligned curricula, assessments and SLOs by grade level and subject
Aligns with:	1a, 1b

Teachers and instructional coaches use Louisiana's teacher libraries to locate resources for standards, curriculum planning, assessments and Student Learning Targets all in one place. The library helps teachers with their instructional planning while avoiding being prescriptive about what teachers must use. The library does, however, reflect work the Louisiana Department of Education has done to align standards, assessments and student growth measures to support student learning.

Organization:	Louisiana Department of Education
Resource:	Teacher Support Toolbox
What's inside:	Teacher-friendly Website that organizes resources for CCRS-aligned curricula, assessments and SLOs
Aligns with:	1a, 1b, 1c, 2e, 2f

Teachers and principals use the Louisiana Department of Education's Teacher Support Toolbox to access exemplar resources and planning tools for standards, assessments and evaluation. Teachers created both the content and organization of the toolbox so that it is integrated from a teacher's perspective. The SEA regularly updates the site based on feedback from the field and only posts content that reflects integration (that is, evaluation work connected with standards work). The toolbox not only helps teachers locate resources but also reinforces the reforms as integrated, and not separate, initiatives aligned to teachers' fundamental actions: setting goals, planning and teaching and evaluating results. A corresponding toolbox for [LEA and school leaders](#) also exists.

Organization:	Louisiana Department of Education
Resource:	Technology Footprint
What's inside:	Data reports and a guide that informs stakeholders of 21 st -century technology needs and the technological readiness of LEAs and the State to support CCRS instruction and assessments
Aligns with:	1c

LEAs use the Louisiana Department of Education's Technology Footprint to update their technology infrastructure for individualized instruction and assessment. This site includes a [snapshot](#) of each parish LEA to indicate the level of technology readiness and provide school analyses. In addition, the Louisiana Department of Education lists [various supports](#) to achieve technology readiness, including support applying for additional Federal money, developing a long-term technology plan and maximizing shared contracts across LEAs.

Organization:	Massachusetts Department of Elementary and Secondary Education
Resource:	Example Assessments for Use as District-Determined Measures
What's inside:	Example assessments for LEAs that align to Common Core State Standards
Aligns with:	1b
<p>LEAS use the Massachusetts Department of Elementary and Secondary Education's example assessments to create LEA-determined measures of achievement that align with new State standards. The department groups these example assessments into three categories based on how districts can use them: 1) Borrowing, for examples ready for use in districts; 2) Building, for examples that districts can build off and customize; and 3) Buying, for commercial assessments available from a vendor. The department also breaks out assessments by grade level and subject area.</p>	

Organization:	New York State Department of Education
Resource:	Metrics & Expectations 2014–2015
What's inside:	Guide for identifying roles and responsibilities to implement the State's key reforms; includes resources organized by SEA, LEA, school leader and teacher
Aligns with:	1a, 1b, 1c, 2e, 4k
<p>SEA staff, LEA leaders, school leaders and teachers use New York's Metrics & Expectations memo to understand the roles and responsibilities of the State's educators to fully implement and integrate the State's standards, assessments and educator support and evaluation system. Each expectation links directly to specific metrics, tools and resources the State or educators have created so that, if nothing else, educators have one place to look for: a) What is expected of them; b) The resources available to meet those expectations; and c) The roles and responsibilities across educators at various levels. This guide is accompanied by a self-assessment for superintendents.</p>	

Organization:	New York State Department of Education
Resource:	Professional Development Kits for Teacher and Principal Training
What's inside:	Website that organizes resources for CCRS-aligned curricula, assessments, student learning objectives and professional development modules
Aligns with:	1a, 1b, 2f
<p>Teachers and principals use New York's Professional Development Kits to access turnkey modules and presentations that include sample curricula, assessments and student work samples. The resources are designed to be self-guiding and can also be used alone or in group sessions. The kits focus on improving standards-based instructional practices but also incorporate student assessment, including SLOs, and teacher practices aligned to effectiveness expectations. The State's Network Teams continue to develop and add to the kits as they work to implement the standards across the State.</p>	

Organization:	New York State Department of Education
Resource:	Video: Assessments in Annual Professional Performance Review
What's inside:	Video presentation that provides guidance on the use of assessments in the educator evaluation and support process
Aligns with:	1a, 1b
<p>Educators can review this video to learn more about how the SEA encourages collaborative conversations about CCRS-aligned assessments for use in the educator evaluation system at the local level. Though ultimately an LEA decision, the State suggests ways to reduce testing without sacrificing the valuable information that assessments provide to students, teachers and school and LEA leaders. Additional resources for using high-quality assessments in the evaluation process accompany the video. EngageNY's Video Library includes other searchable resources focused on the integration of standards, assessments and evaluation and support systems.</p>	

Organization:	Student Achievement Partners
Resource:	Assessment Evaluation Tool (AET)
What's inside:	Rubric and tools to assess CCRS alignment of student assessments
Aligns with:	1b

Educators use the Assessment Evaluation Tool to evaluate assessments for their alignment to CCRS in English Language Arts and mathematics subject areas and grades. The tool helps evaluators of assessments look for key instructional shifts within assessments in addition to other criteria. The tool can be used as a professional development resource to deepen educators' shared understanding of the criteria for standards-aligned assessments, but it is more commonly used as a tool to vet assessments for their alignment to CCRS.

Organization:	Student Achievement Partners
Resource:	Instructional Materials Evaluation Tool (IMET)
What's inside:	Rubrics and CCRS-aligned instructional materials and textbooks
Aligns with:	1a

Teachers and district staff use the Instructional Materials Evaluation Tool to evaluate year-long textbooks and other instructional materials for their alignment to CCRS in each subject area and grade band. There are four tools, one each for K–8 math, high school mathematics, K–2 English language arts and a combined tool for grades 3–5 English language arts and grades 6–12 English language arts. Each tool includes non-negotiables, such as a focus on the major work of the grade in mathematics, and additional alignment criteria, including the ability to foster coherence through concept and content connections within the grade. States and districts can use the tool to inform their decisions about purchasing new textbooks and materials and to inform publishers of the criteria they will use to evaluate RFP responses. The tool can also be used as a professional development resource to deepen educators' shared understanding of the criteria for standards-aligned classroom materials.

Organization:	Tennessee Department of Education
Resource:	Textbook Review Instrument: Reading (K–8)
What's inside:	Rubric and tools to assess CCRS alignment of yearlong instructional materials to CCRS
Aligns with:	1a

The Tennessee State Textbook Commission conducts reviews of all publisher-provided textbooks using State-developed rubrics—based on the [Student Achievement Partners Materials Alignment Toolkit](#)—and teams of six to eight district vetted and trained teachers and specialists at each grade level. The reviews act as a guide for LEAs to make informed decisions about textbook adoption as they fully implement new standards. The full list of textbook reviews and rubrics can be found [here](#).

Organization:	U.S. Department of Education
Resource:	Using Federal Funds to Strengthen the Technology Infrastructure of LEAs and Schools
What's inside:	Memo on using Federal funds to improve technological infrastructure
Aligns with:	1c

SEA and LEA leaders refer to this memo for suggestions from the U.S. Department of Education on how States and LEAs can leverage Federal Elementary and Secondary Education Act and Individuals with Disabilities Education Act funds to bolster their schools' digital teaching and learning capabilities. SEAs and LEAs have more flexibility than they might realize to use these funds for professional development, student materials, educator collaboration and even devices that support their transition to new standards, assessments and evaluation and support systems. The Department includes specific examples and links to the applicable section of the law to make navigation and prioritization easier for State and local users.

Resources for Focus Area 2: Connect observations and support systems with CCRS to enable better instruction

Align teacher practice standards, observation rubrics and evidence collection with CCRS instructional expectations

Organization:	Center on Great Teachers & Leaders
Resource:	Creating Coherence: Common Core State Standards, Teacher Evaluation and Professional Learning
What's inside:	Brief, framework and examples for improving the coherence between Common Core State Standards, educator evaluation and support and professional learning systems
Aligns with:	2d

SEAs, LEAs and systems-level leaders use this brief to improve their understanding of how to overcome key challenges brought by simultaneously implementing new standards, educator evaluation and support systems and professional learning systems. The brief offers a four-step coherence-building process to strengthen the integration of these key reforms: 1) Identify the instructional practices that support Common Core implementation; 2) Determine how well the professional practice framework supports the core instructional practices; 3) Review and refine professional learning supports; and 4) Based on the review, decide on next steps for revising, enhancing, or staying the course on the teacher evaluation and professional learning reforms. Step 2 specifically reviews three widely used professional practice frameworks—Charlotte Danielson’s Framework for Teaching Evaluation Instrument, Robert Marzano’s Teacher Evaluation Model and The Classroom Assessment Scoring System Observation Protocol for Grades K–3 (CLASS K–3)—for their support of instructional practices aligned to CCRS.

Organization:	Colorado Education Initiative
Resource:	Literacy Design Collaborative and Teacher Evaluation Crosswalk
What's inside:	Crosswalk document linking Literacy Design Collaborative strategies with teacher practice standards
Aligns with:	2e, 2f

As States and districts undergo simultaneous shifts to new teacher evaluations and learning standards, educators can sometimes feel that they must move in two directions at once. Teachers must ensure that their classroom practices adhere to new professional standards while simultaneously adjusting curricula and assessments to align with CCRS. The two layers of standards can easily appear overwhelming unless educators understand them not as separate strategies but rather as a unified whole.

States and districts can play a vital role by creating tools that make explicit connections between CCRS expectations and teacher practice expectations. This can mean mapping the two sets of standards onto one another and showing where they align or going a step further and identifying specific classroom strategies and practices that fulfill both. Such tools can act as an invaluable source of professional development for teachers, who can review descriptions of CCRS classroom instruction, as well as for evaluators, who can work off a common guide and strengthen inter-rater reliability.

One example of such a tool is the [Literacy Design Collaborative and Teacher Evaluation Crosswalk](#), which details how Colorado’s teacher practice standards align with the Literacy Design Collaborative framework, a curriculum framework developed by teachers, literacy experts and instructional coaches that supports CCRS-aligned instruction. The crosswalk document, in conjunction with the full [Literacy Design Collaborative Toolkit](#), goes through Colorado’s teacher practice standards one by one, showing how the toolkit addresses each with supports and tools for teachers aligned with CCSS. Teachers and evaluators can now clearly see how strategies intended to promote CCRS in classrooms work in tandem with instructional standards.

Organization:	Louisiana Department of Education
Resource:	Resources for Evaluators of Teachers of Students with Significant Disabilities
What's inside:	Guide providing examples of student and teacher behaviors that align with the State's observation rubric
Aligns with:	2e

Evaluators and teachers of students with significant disabilities use this guide for: 1) Concrete guidance on how to support teachers with setting rigorous goals; 2) Illustrative examples of highly effective teacher and student performance during classroom observations; 3) Pre-observation conference questions to guide discussion between evaluators and teachers; and 4) Key terms related to students with significant disabilities (that is, Individualized Education Program and assistive technology).

Organization:	Louisiana Department of Education
Resource:	Video Library
What's inside:	Videos of CCRS-aligned classrooms and educator evaluation debriefs for CCRS-aligned lessons
Aligns with:	2e, 2f

Teachers, principals, instructional coaches and LEA leaders use the video library as a professional development tool that connects the State's teacher practice standards to student CCRS-aligned standards. Users are able to locate videos of real teachers in their classrooms **teaching CCRS-aligned lessons** while being observed **using the State's observation rubric**. In addition to these instructional videos, other videos exist that capture observation **debrief meetings** between teachers and evaluators. These videos are sortable by grade level, subject area and observation rubric component and rating. See also [New York's video library](#) for additional videos.

Organization:	Massachusetts Department of Elementary and Secondary Education
Resource:	Aligned Activities for Implementing Educator Evaluation and Massachusetts Curriculum Frameworks
What's inside:	Guide of activities and instructional strategies that align with the State's educator evaluation and support system
Aligns with:	2d, 2e, 2f

Teachers and school leaders use this five-page document for clear, specific examples of activities and instructional strategies that align with both the Massachusetts Educator Evaluation System and the Massachusetts Curriculum Frameworks. The State organizes activities into nine focus areas, including curriculum and planning, assessment, diverse learners' needs and professional development and career growth. The activities vary in their specificity, but provide an excellent menu of items that teachers and leaders can plan for and use as evidence when determining their progress toward goals, summative performance ratings and impact on student achievement and growth.

Organization:	Massachusetts Department of Elementary and Secondary Education
Resource:	Quick Reference Guide: Educator Evaluation & Curriculum Frameworks
What's inside:	Guide for LEA leaders on how the State's educator evaluation and support system aligns with the State's academic curriculum
Aligns with:	2d

LEA leaders use Massachusetts' Quick Reference Guide for an overview of how the State's Educator Evaluation System supports implementation of the Massachusetts Curriculum Frameworks. The two-pager also highlights the linkages between these two initiatives, key standards and evaluation implementation questions for each of the five components of the State's evaluation system, and ways to incorporate the new standards in evidence collection. A guide such as this strengthens the connection between the State's effort to improve teaching (MA Educator Evaluation) with the State's effort to improve learning (MA Curriculum Frameworks).

Organization:	New York State Department of Education
Resource:	CCRS Evidence Collection Tools for Social Studies, Science, Mathematics and ELA
What's inside:	Template for CCRS-aligned evidence collection during observations
Aligns with:	2d, 2e

Evaluators and teachers use these CCRS-aligned daily and yearly guides as evidence collection tools when observing whether teachers' planning and instruction are aligned with CCRS. These guides, adapted from [Student Achievement Partners' CCSS Instructional Practice Guides](#), supplement existing State and local observation rubrics that might not make explicit references to CCRS-aligned instruction and planning. This resource is especially helpful because it includes evidence collection guides for ELA, mathematics and literacy in social studies and science. Guides such as these help evaluators look for CCRS-aligned instruction and planning during their observations.

Organization:	TNTP
Resource:	Core Teaching Rubric
What's inside:	Rubric for observations to support CCRS-aligned instruction
Aligns with:	2d, 2e

LEA and school leaders may use this TNTP-developed rubric (still in pilot form) as a tool meant to streamline the observation and evidence collection process by focusing on what TNTP considers to be the essential parts of classroom instruction that observers can identify during a typical observation. As outlined in its [Fixing Classroom Observations](#) report, TNTP created a slimmed-down rubric with only four critical performance areas—student engagement, essential content, academic ownership and demonstration of learning—and a focus on content aligned to new CCRS. The rubric is followed by a shorter classroom walk-through tool that aligns with the same four-teacher performance areas. Schools can try out the rubric, adapt as needed and provide feedback to TNTP, which will refine the rubric further.

Organization:	TNTP
Resource:	Fixing Classroom Observations
What's inside:	Paper offering several ideas for improving educator evaluation and support systems to align with CCRS
Aligns with:	2d, 2e

Educators and systems leaders can refer to this white paper to increase their understanding of how the Common Core's demand for important "shifts" in instruction requires more than just change in teacher practice. In this paper, TNTP and Student Achievement Partners contend that to improve teacher practice, educators must also boost their content knowledge and observers must offer specific, actionable coaching and feedback. In addition, two "must haves" for how classroom observation tools address these realities are also proposed: Observation rubrics should assess what is being taught in addition to how it is being taught, and these rubrics need to be slimmed down to what observers can see in the classroom. The white paper contains provocative ideas for how States and LEAs can improve their educator evaluation and support systems and tools to support Common Core-aligned teaching.

Resources for Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems

Assess and streamline policy and budget activities to bolster programs that support integration efforts and eliminate those that do not

Organization:	The Achievement Network
Resource:	Focusing on the How
What's inside:	Rubric to help school and LEA leaders reflect on their support around Common Core and assessment transitions
Aligns with:	3g

School and LEA leaders can use this paper as a resource to reflect on their efforts to support teachers' transition to the Common Core, including planning, instruction and assessment. It presents the three [Achievement Network rubrics](#)—teacher actions, leader levers and school structures—and includes concrete examples of how schools have brought the ideas within the rubrics to life. LEA and school leaders can use the paper, in conjunction with the rubrics, to learn from others' successful implementation efforts and identify priority areas for future action. The end result will be a support structure properly aligned with the shifts at the classroom and school levels related to Common Core.

Organization:	Aspen Institute Education and Society Program and the Council of Chief State School Officers
Resource:	Teaching to the Core
What's inside:	Paper of recommendations paired with action steps to help SEAs integrate their reform efforts
Aligns with:	3g, 3h

This policy brief provides SEAs with 10 concrete recommendations to integrate CCRS, assessments and educator evaluation systems into a unified improvement agenda. SEA leaders can consider six organizational recommendations, including ensuring that professional development activities reflect Common Core expectations, and four recommendations for practice, including supporting innovations in schools' daily schedules that provide time for teachers to collaborate on Common Core-related activities during the school day. Tangible action steps accompany each recommendation so that SEAs can walk away with specific ideas on how their State can implement reforms in a coordinated, coherent way that drives progress.

Organization:	Colorado Department of Education
Resource:	Superintendent and Principal Integrated Timelines
What's inside:	Timeline and template for integrating reforms
Aligns with:	3g, 3h

Local superintendents (and principals below) use this timeline to plan and implement standards, assessments and educator evaluation and support systems in an integrated way. The Colorado Department of Education breaks out tasks for each initiative by phase of implementation (planning, implementation and continuous improvement). Links to critical resources embedded in the timeline and guiding questions make this a useful tool for superintendents. While not an exhaustive list of LEA steps to integrate the reforms, the timeline offers a starting point and is easily adaptable for use in any LEA context. A similar resource exists for principals and school leaders using the [School Leaders' Implementation Timeline](#).

Organization:	Kentucky Department of Education
Resource:	Professional Growth and Effectiveness System Newsletter
What's inside:	Newsletters aimed at providing educators with regular information and professional development resources around Common Core standards and the State's educator evaluation and support system
Aligns with:	3h, 4j

Kentucky publishes a series of Professional Growth and Effectiveness System (PGES) newsletters to provide educators with resources, updates and information related to the linkages between implementation of Common Core and teacher effectiveness policies. The newsletter, published every two-to-four weeks, offers educators practical advice and suggestions around the new reforms and provides links to relevant resources and information about webinars and other professional development opportunities. It provides a great example of how LEAs can establish a regular, central news and professional development resource for educators. The newsletter above is a sample from September 2014. Archived PGES newsletters can be found at the [KDE Newsstand](#).

Organization:	Louisiana Department of Education
Resource:	LEA Guide to Aligning Financial Resources
What's inside:	Tools and guides, including a financial dashboard, to help LEAs identify current needs and costs and align available funds to meet those needs
Aligns with:	3g

LEAs in Louisiana can use the State's guide to aligning financial resources to identify their LEA's current needs, the associated costs and what State and Federal funds can help them meet those costs. The guide and accompanying [presentation](#) also help LEAs understand the flexibilities of State and Federal funds to better apply them to their own needs, providing a guide to developing schoolwide program models that help LEAs maximize Title I funding for individual schools. Additionally, the SEA offers LEAs their own [user-friendly financial dashboard](#) to use in analyzing their resource alignment. While most of the funding information is State specific, the set of tools can help any LEA take the initial steps toward developing a thorough and forward-looking financial plan.

Organization:	Louisiana Department of Education
Resource:	Louisiana Believes Website
What's inside:	Website that frames education reforms as a unified, coherent initiative
Aligns with:	3h, 4i, 4j

The Louisiana Department of Education's Website presents clear, concise information about its initiatives and reforms. The site frames these efforts as an integrated whole and explains them in terms of how they look, feel and work in the classroom. While the site separates its subject-matter sections, it frames each with key foundational messages that display the integrated nature of the reforms. The site provides strong direction for other States considering this approach and good materials to consider adopting and adapting.

Organization:	Louisiana Department of Education
Resource:	Louisiana's Ed Connect Newsletter to Teachers and Principals
What's inside:	Newsletter for educators to inform and provide vital resources related to CCRS, assessments and educator evaluation and support
Aligns with:	3h, 4j

The Louisiana Department of Education's Ed Connect Newsletter speaks directly to principals and teachers to help raise awareness about resources to implement assessments, standards and evaluations while also reinforcing the "why" behind new reforms. It provides educators with a central resource for accessing the State's most current updates and resources, including implementation calendars, curriculum guidebooks, professional development offerings and more. Most importantly, the newsletter has opened up a central, streamlined communications resource between the Louisiana Department of Education and teachers. The State also offers [a similar newsletter](#) aimed at LEAs.

Organization:	Massachusetts Department of Elementary and Secondary Education
Resource:	Delivery Unit Supermemo
What's inside:	Routines and tools for cross-team collaboration
Aligns with:	3h, 4k, 4l

Massachusetts Department of Elementary and Secondary Education leaders use the supermemo to streamline collaboration between content offices, assess progress of priority projects and co-problem solve when challenges arise. The State's curriculum, instruction, assessment and educator effectiveness "supermemo" is a comprehensive quarterly communication from the delivery unit to the State chief. The memo describes recent, current and upcoming work across the Curriculum, Instruction & Assessment and Education Effectiveness teams. The supermemo highlights key milestones from each office and uses a color-coded "project likelihood of delivery" rating system to provide readers an at-a-glance assessment of items that are on- and off-track. The Commissioner uses the memo to provide direction for projects that have fallen off track, gauge progress on issues identified at the previous stocktake and to identify next steps (including what should be discussed at upcoming meetings with content leaders). The supermemo above is a sample from October 2013.

Organization:	Massachusetts Department of Elementary and Secondary Education
Resource:	Professional Practice Innovation Grant
What's inside:	Grant initiative example to encourage and support LEAs to integrate CCRS with educator evaluation and support systems
Aligns with:	3h

Massachusetts LEAs can apply for this competitive grant from the Massachusetts Department of Elementary and Secondary Education designed to support LEAs committed to integrating the State's Educator Evaluation System and Curriculum Frameworks. Receiving LEAs must focus on curriculum and planning and involve both teachers and school leaders in their proposed grant activities. However, LEAs also have the option to choose additional focus areas (for example, diverse learners' needs, assessment, professional collaboration) and innovative initiatives with which to connect evaluation processes and curriculum at the local level. The State will collect, document and share LEA efforts through this grant and recognize awardees as innovators across the State.

Organization:	Reform Support Network
Resource:	Communication and Engagement Planning Timeline to Integrate Standards, Assessments and Educator Evaluation and Support Systems
What's inside:	Communication and engagement calendar template for 18-month planning cycles
Aligns with:	3h

This timeline template is intended to help State and local education officials and advocates proactively map out and plan communication and engagement opportunities over cycles of 18-month periods. Working with content leads of each issue area within an agency, communication leaders can map out their "Make or Break Moments" such as critical events, shifts in policy or implementation of major reforms. This tool can also be used to identify the right moments for critical stakeholders (K-12 education, higher education, policy makers and advocacy organizations) to step forward and more proactively engage in one or more of the major areas of the reforms (implementation of new standards, assessments and educator evaluation and support systems). This timeline is intentionally broken into three-month segments, and can be started at any point in the calendar year and updated beyond these initial months of planning.

Organization:	Wisconsin Department of Public Instruction
Resource:	Agenda 2017 Timeline
What's inside:	Timeline for integrating reforms with embedded links to tools and materials
Aligns with:	3g, 3h

LEA and school leaders can use the Wisconsin Department of Public Instruction's integrated timeline to plan key long-term implementation milestones for standards and instruction, school and educator effectiveness and assessments and data systems. Embedded in each milestone are links to additional information, guidance and tools. The SEA also presents the timeline by reform area, along with [more detailed checklists and planning tools](#) for LEA- and school-level leaders' use.

Resources for Focus Area 4: Involve teachers, leaders and external partners to improve the agency's integration efforts

Utilize stakeholder engagement and performance management strategies to bolster integration and to continuously improve the reforms

Organization:	Colorado Department of Education
Resource:	Assessments Communications Toolkit
What's inside:	Tools for LEA leaders and principals to use to help build a strategy for communicating with educators and parents about new standards and assessments
Aligns with:	4i, 4j
<p>Colorado LEA leaders and principals can use the resources included in their State's Assessments Communications Toolkit to communicate with educators and parents about the transitions to new standards and assessments. Currently, the toolkit includes slides, a Frequently Asked Questions, a "pocket guide" with basic details and fact sheets about the new assessments, overviews of the new standards and why the State is making the transition to both new standards and assessments. Leaders can adapt the materials to build a local and effective communications strategy.</p>	

Organization:	Colorado Department of Education
Resource:	Commissioner "Welcome Back" Note
What's inside:	Letter/email template to outline the importance and alignment of new education reforms
Aligns with:	4i, 4j
<p>The Colorado Department of Education created this short letter for LEA superintendents and/or principals to adapt and use to inform parents and other stakeholders about key reform initiatives. The letter offers LEAs a frame that includes information and messages on new standards, assessments and educator evaluations while providing LEAs with space to include specific information about their agency and its implementation efforts. The letter also reinforces how new standards, assessments and evaluations work together as part of a cohesive system designed to better prepare students for success. The letter is one of many drop-in articles created by the Colorado Department of Education for superintendents and principals and the sample included above is from January 2014.</p>	

Organization:	Council of Chief State School Officers and Policy Innovators in Education
Resource:	Communications Workbook
What's inside:	Framework and template to plan a communications strategy around education reforms
Aligns with:	4i, 4j, 4l
<p>This workbook, produced by Council of Chief State School Officers and Policy Innovators in Education, provides a systematic framework for SEAs and LEAs about planning a communications campaign for new education reforms. Using a sparse style that focuses on user input, the slides detail the types of thinking in which SEAs and LEAs need to engage to plan long-term and effective engagement with stakeholders. Individual slides function as worksheets that users can fill with their own information to build individual elements of their strategy, including identifying key themes to communicate, developing a comprehensive messaging strategy and planning a communications timeline.</p>	

Organization:	Council of Chief State School Officers
Resource:	SEA Common Core Implementation Progress and Capacity Rubric
What's inside:	Rubric to help States assess their rollout and support efforts related to Common Core implementation
Aligns with:	4k
<p>SEAs can use this implementation progress and capacity rubric from CCSSO to assess their efforts around the rollout and support of the Common Core. The rubric provides questions to consider for State actions, planning and LEA readiness. States and LEAs can use this tool independently or together to assess their current efforts and supports for key stakeholders. CCSSO also offers a consolidated version that streamlines the rubric components.</p>	

Organization:	Idaho State Department of Education
Resource:	Idaho Core Standards Communications Toolkit
What's inside:	Toolkit to structure local communications strategies around the Common Core and that can be adapted to address multiple reform initiatives
Aligns with:	4j

The 24-item Idaho Core Standards Communications Toolkit provides superintendents, principals, teachers and other LEA and school leaders with materials to help communicate to parents and other local patrons about the State's new standards and assessments. The tools assist education leaders in broadening their communications reach through hosting community meetings or parent nights, speaking with parents about changes in the classroom and communicating with local media outlets. The toolkit includes sample presentations, sample talking points, sample letters, Frequently Asked Questions, myths/facts, white papers and other material. Such tools can help LEAs, principals and teachers structure their communications efforts and work from a central messaging strategy. While focusing mostly on Common Core, this toolkit could be adapted to address other areas of integration.

Organization:	Massachusetts Department of Elementary and Secondary Education
Resource:	Coherence Project PowerPoint
What's inside:	PowerPoint illustrating the State's theory of action for integrating reforms
Aligns with:	4i, 4j

The Massachusetts Department of Elementary and Secondary Education offers superintendents a framework for thinking about how to integrate their efforts around standards and assessments with educator effectiveness initiatives. It uses thoughtful graphics and visuals to demonstrate how these efforts are connected and how superintendents can target the strategies that can best help them achieve the goals of their LEA. While the presentation contains many Massachusetts-specific acronyms that might not be of use to other States, its framing of how to structure and connect initiatives can be valuable to many State and LEA leaders.

Organization:	Reform Support Network
Resource:	Building Enduring Race to the Top Education Reforms: Using Social Media to Engage With and Communicate to Key Stakeholders
What's inside:	Report detailing the benefits and challenges of social media and how SEAs have used them in their communications efforts
Aligns with:	4j, 4l

This report from the RSN helps State education leaders weigh the benefits of social media (Twitter, Facebook, YouTube, etcetera) and consider when and how to use them effectively as part of a broader public engagement strategy. It describes different forms of social media, suggests key steps and considerations for their use and offers examples of how States have used social media to communicate with and engage the public. As SEAs and LEAs increasingly use social media, the report can be a useful guide for incorporating social media into integration efforts.

Organization:	Reform Support Network
Resource:	Educator Evaluation Communications Toolkit
What's inside:	Guide to helping States create an effective communications strategy to inform educators about new evaluation reforms
Aligns with:	4j

SEAs can use this toolkit from the RSN to improve their communications efforts with educators around educator evaluation and support systems. It leads States through the full process of developing a communications strategy, including providing an overview of communications principles and approaches, outlining the key components of messaging and how to communicate around volatile topics such as value-added scores. It then provides a series of resources from the RSN and other groups around effective communication and framing educator evaluations. It demonstrates how to build a communications strategy focused on the needs of the audience, both informational and emotional.

Organization:	Reform Support Network
Resource:	From Inform to Inspire: A Framework for Communications and Engagement
What's inside:	Framework for how to think about effective communications efforts related to education reforms
Aligns with:	4i, 4j, 4l

Informally called the “Four I’s Framework,” this RSN document offers SEAs a guide for how to think about and implement key communications priorities. It breaks communications down to four key strategies: 1) Inform audiences about upcoming changes; 2) Inquire as to audiences’ unique needs and feedback; 3) Involve audiences in the work as co-creators; and 4) Inspire others to act and lead. The Four I’s can serve as a guide to developing engaging and effective communications efforts around integrating new reforms, as they focus on building coalitions and ownership with key audiences.

Organization:	Reform Support Network
Resource:	Integration Messages
What's inside:	Messages to help SEAs and LEAs develop broad and specific messages around how education reforms work as a unified whole
Aligns with:	4i, 4j

The Reform Support Network’s Transitions Work Group created this foundational messaging to help States and LEAs articulate how standards, assessments and educator evaluation and support reforms work together as a unified system. It follows the standard communications-messaging pyramid led by an aspirational message to guide the work, key overarching messages and proof points to back up each overarching message. States and LEAs can use the messages to lay the foundation of integration work with their key audiences and then break messages down into specifics for each individual audience.

Organization:	Reform Support Network
Resource:	Social Media Use Among State and Local Education Agencies
What's inside:	Report outlining State social media efforts, including outreach strategies and early challenges
Aligns with:	4j, 4l

This report from the RSN outlines how Race to the Top SEAs use social media, which audiences they target, how they staff these efforts and how they measure their success. It also reviews the top challenges faced by SEAs and LEAS in this area and provides links to SEA social media sites. States and LEAs can learn from these early efforts to maximize one’s impact on social media.

Organization:	Reform Support Network
Resource:	Using Social Media to More Effectively Communicate Reform Efforts
What's inside:	Case study on how the Ohio Department of Education has leveraged social media in its communications efforts
Aligns with:	4j, 4l

As a companion to the RSN’s report about using social media to engage with and communicate to key stakeholders, this report provides a State case study about how the Ohio Department of Education has moved beyond traditional methods of communication. It describes how State leaders have leveraged social media to communicate about and promote reform efforts in Ohio. The lessons learned can offer State and LEA leaders guidance about how to enhance their own social media strategies.

Spotlights: State Approaches to Integrating Reforms

Integrating new CCRS, aligned assessments and educator evaluation and support systems is a top priority for many States and districts around the country. The Integration Framework’s list of Practices can inform State and local priorities, but implementing Practices will vary from State to State depending on issues such as approach, needs and varying degrees of State and local control.

These spotlights are intended to illustrate how some States show promise at improving teaching and learning by integrating reforms. Two States in particular, Colorado and Massachusetts, support integration among teachers and leaders by applying many of the Practices outlined in the Integration Framework.

The two spotlights elevate a critical belief of State and district leaders: To help teachers and leaders tie the reforms together in schools, State and district leaders must tie them together in their agencies. These spotlights attempt to bring the Integration Framework to life by providing concrete examples and illustrations that demonstrate how the reforms can be connected coherently and feasibly.

State Approach to Integrating Reforms: Colorado

This spotlight highlights the Colorado Department of Education’s (CDE) effort to involve educators and other key stakeholders in a deliberate, dual-track strategy to integrate its reforms (see Focus Area 4 of the Integration Framework for more insight into involving stakeholders).

Four Questions That Have Helped CDE Involve Educators and Partners to Integrate Reforms:

1. What do students need to learn to be college- and career-ready? (Colorado Academic Standards)
2. How will we know if students are meeting learning expectations? (aligned assessments)
3. How will we know if instruction is impacting student learning? (educator evaluation and support systems)
4. How will we know if schools/districts are performing? (performance frameworks)

- The CDE is making integration of its four major reforms—the Colorado Academic Standards, aligned assessments, educator evaluations and school/district performance frameworks—its top priority to improve student success.
- CDE views its partnerships with educators and key stakeholder groups as essential to improving implementation of these reforms: CDE is executing on a deliberate, dual-track strategic partnership plan:
 - Track 1: CDE coordinated a teacher-led effort to create sample curriculum based on the new standards for all grades and content areas and collaborated with educators to create other critical resources, such as tools for the new educator evaluation system.
 - Track 2: At the same time, CDE engaged with partner organizations representing business leaders, advocacy groups and associations to support the delivery of these educator-created and collaboratively-developed resources and to help engage all stakeholders in connecting the dots between the reforms.

Colorado engages educators to create voluntary curriculum materials and other supports.

With more than 40,000 teachers spread out across 178 Colorado districts working to improve student success, CDE created the dual-track strategy to support local efforts and improve its own work to integrate reforms. One component of this strategy, Colorado’s **District Sample Curriculum Project**, involved hundreds of educators across the State in the creation and refinement of standards based curriculum overviews (sequences) and instructional units based on the standards for all (10) content areas, grades K–12. Educators from 116 of the State’s school districts developed and normed on standards-aligned materials through this initiative, helping to improve the quality of resources and training aligned to Colorado’s Academic Standards.

Some materials were CDE-created, such as **superintendent and principal integration timelines** (see box on the next page) while other collaborations with educators and partners included efforts to introduce and scale the **Literacy Design Collaborative** (LDC)



Integration in Action: Superintendent and Principal Integrated Timelines

CDE created and rolled out an intentional system of improvement—its four major reforms—to facilitate the change needed in Colorado. At the same time, CDE was acutely aware that superintendents and principals were overwhelmed with the volume and pace of reform. CDE created integrated timelines to help guide leaders through key implementation work through School Year (SY) 2013–2014 and into SY 2014–2015. Rather than listing all tasks, the timelines include major activities organized by quarter and phase of implementation, with guiding questions to help identify local focus points and strategies.

and Mathematical Design Collaborative (MDC) across its districts. The LDC and MDC are two curriculum frameworks developed by teachers, literacy experts and instructional coaches to support CCRS-aligned instruction. LDC and MDC are both aligned with Colorado’s standards-based curricular expectations, meaning that educators who use LDC and MDC as intended are on track for meeting CDE’s teacher practice expectations around instruction. CDE, in partnership with the Colorado Education Initiative (formerly Colorado Legacy Foundation), worked to develop capacity across the State for the successful implementation of LDC and MDC’s instructional frameworks, tools and modules designed to help teachers to build (and assess) rich literacy and mathematics experiences based on the standards. These resources guide teachers to select and implement instructional strategies and curricular resources that connect the Colorado Academic Standards with the State’s educator evaluation and support systems.

At the same time, CDE deployed a communications strategy that invites key audiences to become partners in communication and engagement, helping develop strategy and collaborating on implementation efforts.

The State’s efforts described above, each helping educators integrate the reforms at various levels, were supported by ongoing communication and engagement between CDE and many of its partners. To strengthen partnerships and to deliver integrated messaging, CDE used relationship-mapping exercises with some of its stakeholders to determine which partner had the most



Colorado’s Key Education Audiences

direct, effective relationship with each audience to ensure the State was leveraging the talent and expertise of its stakeholders to improve implementation.

The mapping included audiences such as teachers, principals, families, superintendents, State elected officials, local elected officials and business leaders. “We know we can’t reach and engage with all audiences effectively. There are just too many, so we looked to who were our best messengers,” said CDE’s former Communications Director Amy Skinner. For instance, the business-led group Colorado Succeeds took a lead in engaging with CEOs, while the Colorado Children’s Campaign led with parent audiences and Stand for Children led with State elected leaders.

Involving Educators in Action

Among the materials educators have helped to create—the sample curriculum for all grades and subject areas, the LDC and MDC and the pilot educator evaluation system—CDE believes educator-led initiatives strengthen all of its integration efforts. “We knew that, for implementation to be successful, we wanted to involve educators and, in many respects, they had to own the process and be invested in it,” said CDE’s former Communications Director Amy Skinner.

CDE reports that its most effective communication tactics, provided directly and in an online toolkit, have centered on:

- **Messaging: Core integration messaging** is provided to each audience to explain integrated reforms (in both long form and pocket form for handy use).
- **Drop-in articles:** These articles can be used in district or school newsletters, mailers or other electronic or printed material for principals or superintendents to review, edit and share.
- **Communication and engagement training:** This training is to showcase integration efforts and engage directly with stakeholders at key gatherings.
- **Amplifying teacher voice:** Educators were invited to share successes from these reforms with others, both in-person and through social media; these “ambassadors” help amplify key messages.

The CDE meets with stakeholders monthly or more frequently. Meetings reinforce accountability to meeting deadlines and follow-through on promises of outreach. CDE also uses these meetings to collect feedback on messages and materials to be delivered.

* * *

The task of collaborating to design resources and communicating and engaging with key audiences is an ongoing challenge. CDE believes its dual-track strategy to support and empower educators is contributing to more educators in Colorado embracing the integrated reforms.

State Approach to Integrating Reforms: Massachusetts

This spotlight highlights Massachusetts’ efforts to improve teaching and learning by integrating reforms within the State’s Department of Elementary and Secondary Education (DESE) through a process of routines and “stocktakes” intended to help SEA leaders align people, technology, time and money with CCRS and evaluation implementation (Focus Area 3); and establish and track clear performance metrics to measure the success of the State’s efforts to integrate multiple reforms at the SEA, LEA and school levels (part of Focus Area 4).

- The Massachusetts DESE is working to integrate its four key areas of reform: Ensuring students are ready to be successful after high school by 1) strengthening curriculum, instruction and assessment; 2) improving

educator effectiveness; 3) using data and technology to support student performance; and 4) turning around the lowest performing districts and schools.

- DESE seeks to empower educators to support student achievement by providing high-quality tools, guidance and resources aligned with its four areas of reform.
- DESE’s internal “stocktake”³ approach intends to ensure the resources, guidance and support that educators receive is integrated across the four reform areas.

As Massachusetts State education leaders ask districts and schools to implement its four key areas of reform, a top priority of the State has been to help educators connect the dots across the reform areas. Implementing multiple complex reforms simultaneously can lead to uncertainty and confusion if educators do not receive clear guidance and support to understand how and why the reforms are linked.

Massachusetts’ education leaders consider integration to be a priority for the State’s reforms to be successful. At the local level, educators need messages, resources, guidance and support that are mutually reinforcing and complementary; to get there, State education leaders are working closely together, across divisions, to reinforce and supplement ongoing work agency-wide.

DESE’s focus on the integration of Curriculum Frameworks and Educator Evaluation is resulting in promising resources and supports for districts.

Today the agency’s messages, resources, guidance and supports define how one reform effort relates directly to the others. For example, DESE’s Annual Educator Summit (see box on the next page) incorporated content from both the State’s new educator evaluation system and the Massachusetts Curriculum Frameworks, which are based on new CCRS. This is different from the past, when professional development offerings presented these initiatives as separate from one another. By aligning both reforms during professional development activities, DESE is working to provide professional development on CCRS and educator evaluation concurrently, rather than separately.

³ Stocktakes are semi-annual cross-team meetings led by DESE’s Delivery Unit, which was established to monitor the overall work of the agency. DESE developed stocktakes through its adoption of the Education Delivery Institute’s theory of “deliverology,” which prompted the agency to redefine its goals, organize its staff around those goals and ensure that the Department has performance management routines to measure progress and adjust course when needed.

Integration in Action: Massachusetts' Annual Educator Summit

In years past, Massachusetts educators have long attended a fall Curriculum and Instruction Summit focused on classroom instruction, best practices and lessons learned around the implementation of the State standards, and a spring convening focused exclusively on educator evaluation, which includes observations and district-determined measures of student growth (Massachusetts' version of student learning objectives). Each of these summits was valuable to participants, but was enhanced in fall 2014 when DESE integrated the Curriculum and Instruction convening with relevant instructional content about the State's educator evaluation system, in particular by rolling out curricular lesson exemplars that included embedded performance tasks that districts can adapt to use as district-determined measures. By intentionally linking both reform areas at the summit, educators received clear, consistent guidance and messages about how the two reforms are intentionally intertwined to support educators and overall student achievement. DESE administered a post-summit survey to assess educator understanding of how both reform initiatives work together. Findings indicated that the vast majority of LEAs are moving toward the integrated implementation of curriculum and evaluation. Recent survey results are promising: 91 percent of district leaders responded that their evaluation feedback to educators reflects the expectations of the curriculum frameworks.

DESE also encourages districts to take the same approach locally through the State's competitive **Professional Practice Innovation Grants**. Six current district grant recipients are using the award funds to continue or begin promising practices that integrate educator evaluation curriculum and instruction, and other areas left to the district's discretion. The current round of innovation grants and a second round planned for spring 2014 will also provide models for other LEAs across the State.

Stocktakes and memos help DESE leaders assess progress and coordinate improvement of the State's efforts to integrate its reforms.

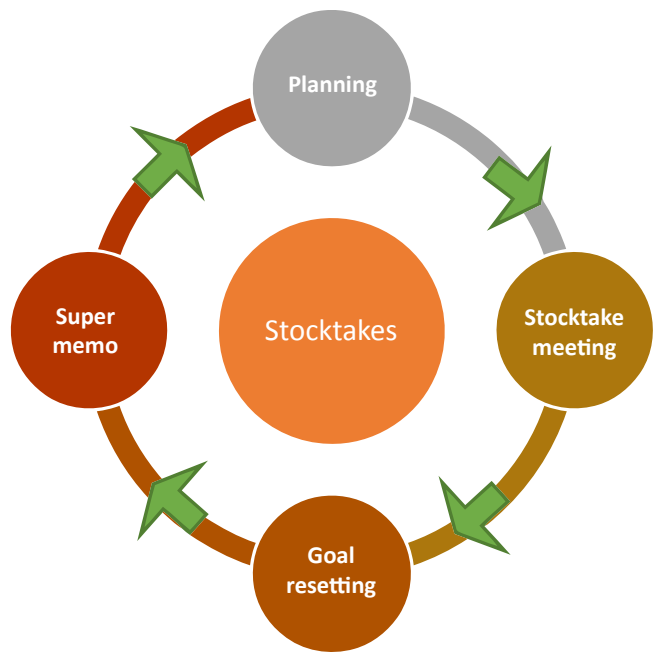
Stocktakes are attended by the Commissioner, content leads and other key staff from the four primary reform areas. At each stocktake meeting, DESE leaders monitor

and develop solutions to improve the overall work of the agency. At its core, the entire stocktake process—which includes a planning phase, goal resetting and, at the three-month halfway point between stocktakes, a written memo—is intended to break down silos and strengthen accountability within the agency by establishing routines to enable the leads from the four content teams to discuss priorities, measure progress and co-problem-solve to achieve the State's overall reform goals.

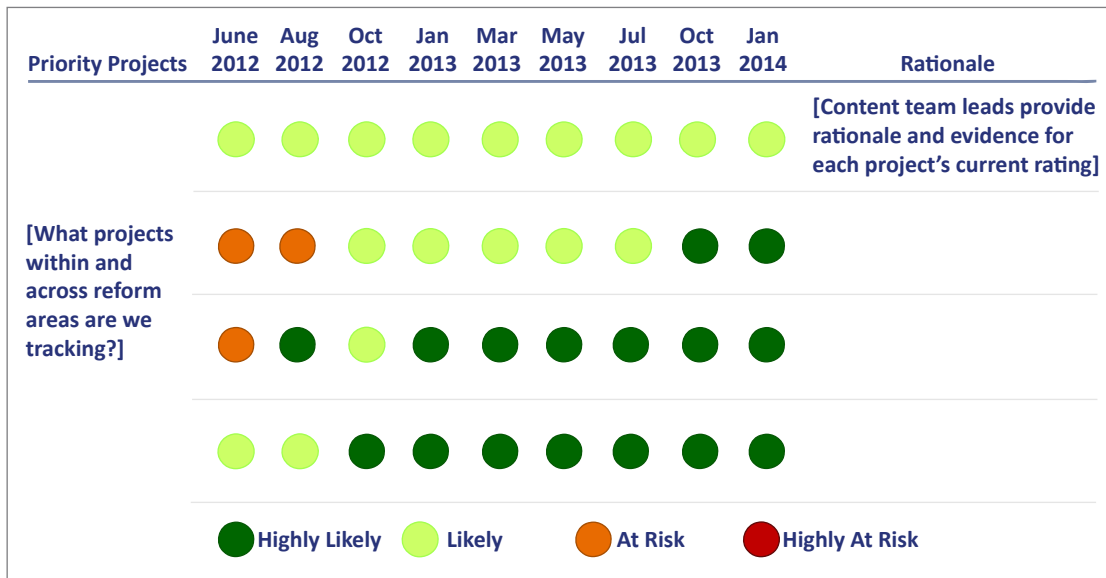
The agency's adoption of the stocktake approach was spurred in part after recognizing that educators in the field were regularly hearing multiple—sometimes contradictory—messages from the various content teams within DESE about reform work underway, including conflicting timelines and theories behind the work. One example is DESE's educator effectiveness strategic plan. Part of the strategy is to improve professional development offerings. Because professional development falls organizationally under DESE's Curriculum and Instruction team, not the Educator Effectiveness team, agency leaders needed to shift their internal routines to communicate regularly across teams and keep their messages consistent.

DESE's stocktakes enable agency leaders to regularly set goals, plan, assess progress and adjust course to integrate reforms.

As shown in the illustration, the stocktake process is a quarterly cycle with four steps: planning, the actual stocktake meeting, goal resetting and a written follow-up



Primary steps in the stocktake process



An example of DESE's stocktake tracking tool, using a "likelihood of success" scale

"super memo" to detail next steps. The stocktakes serve as regular cross-team meetings that content leaders use to align on priorities, co-develop plans and resources, assess their internal performance metrics and synchronize timelines—critical activities within Focus Area 3 and Focus Area 4.

Planning: Leaders from the four content teams meet monthly with the head of the Delivery Unit within DESE's Office of Planning and Research to prepare for these meetings. Preparation includes compiling evidence, project updates and interview and survey data from the field around current successes and challenges; ongoing research studies; leading progress indicators; and the status on next steps identified at the previous stocktake. The head of the Delivery Unit uses each team's information to build a comprehensive presentation deck and reviews with the Commissioner prior to the stocktake meeting.

Stocktake and goal resetting: During the stocktake meeting, each content team lead shares updates on current project implementation using a common "likelihood of success" scale (see example above). For any projects that are "at risk," everyone in the room helps problem solve with the project lead to adjust strategies and refine or reset goals as needed. Content teams frame the decision or issue for the group and bring recommended solutions to the table to target the subsequent discussion. All participants discuss the pros and cons of the recommendations—and any new

potential solutions—before looking to the Commissioner for a final decision.

Each stocktake results in clarity on the current status of each reform area, how the work is aligned across reform areas and with next steps—and specific owners—needed for improved implementation.

Supermemo: As a final step, the Delivery Unit produces a supermemo for the Commissioner at the 3-month midway interval between stocktake meetings to detail new and updated targets and goals, current work and next steps for each content team. The Commissioner uses the memo to provide direction for projects that have fallen off track, gauge progress on issues identified at the previous stocktake and identify next steps—including what should be discussed at the next stocktake meeting.

Five Tips from Massachusetts

1. Make time to take stock, course-correct and communicate internally.
2. Assess progress and gaps across the reforms.
3. Communicate frequently and create ways for your audiences to respond.
4. Offer flexibility but provide clear guidance.
5. Create incentives for LEAs and schools to integrate reforms.

The Commissioner may use the weekly update email, which is distributed at the end of each week, to communicate relevant details from each supermemo to the SEA staff. DESE also reflects some of the outcomes resulting from the stocktakes' broad findings in the separate weekly update distributed to superintendents and other external partners, which keeps both internal and external stakeholders well informed about the progress that has been made, and next steps in the integrated reform efforts.

The result?

Today when State leaders roll out new initiatives to key stakeholders, messages aim to be clearer and tools and resources more integrated to help local superintendents, district leaders and educators build a common understanding of the State's goals and the purpose behind the reforms. DESE also uses well-defined feedback mechanisms like the summit survey to solicit input from stakeholders and to spur dialogue between DESE and the field.

The stocktake process keeps DESE leaders aligned on their shared goals and results in the production of the resources and materials that support educators with implementing the reforms. With promising work underway to integrate the curriculum frameworks and educator evaluation, DESE is now turning to improve its integration of other areas of the agency.

* * *

When the leaders at the Massachusetts DESE heard that educators felt that reforms were not being coherently integrated, they took the concerns seriously. In response, the State has implemented an aggressive internal strategy to more intentionally link the reform areas, resulting in improved program management, more cross-team collaboration and a more cohesive approach of communicating with the field. The State is now also offering innovation grants to districts eager to mirror the State's efforts—and advance their own—by more intentionally integrating multiple reform areas locally.



Appendix A: Integration Framework

The Integration Framework offers a common language to discuss and identify priorities for integrating reforms within a State or local education agency. The Framework's list of 12 Practices, co-developed with State and district leaders, helps States think about how to ensure teachers and principals have the support, focus and time to learn new CCRS, adjust to next-generation assessments and improve their practice as a result of educator evaluation and support systems revised to raise student learning.

Focus Area 1: Select and use CCRS-aligned instructional materials and assessments

Align curriculum, student assessments and SLOs with CCRS instructional expectations

a. Guide educators to select and implement instructional strategies and curricular resources that connect CCRS and educator evaluation and support systems.

Does your agency...

- i. Guide educators to understand CCRS instructional shifts and to select and use CCRS-aligned instructional resources (for example, review and publish analyses of the alignment of commonly used curricular materials)?
- ii. Incorporate CCRS instructional shifts into teacher practice rubrics and recommend instructional resources and strategies that promote teacher understanding and implementation of the shifts?
- iii. Offer universal access to CCRS by making available resources and guidance that help teachers adapt or differentiate instructional materials and strategies for all students?

b. Encourage the selection of high-quality CCRS-aligned diagnostic and formative assessments and performance tasks, including for SLOs.

Does your agency...

- i. Demonstrate what quality assessments look like via curated examples, assessment guidelines or quality rubrics for various grades and subjects?
- ii. Provide lists of eligible, high-quality, CCRS-aligned assessments for SLOs?
- iii. Audit local assessments or provide guidance for eliminating assessments that do not align with CCRS, SLO goal setting or quality teaching?
- iv. Share annotated SLO exemplars (especially in pre-K–3, and pre-K–12 science and social studies) that illustrate how CCRS and aligned assessments can be incorporated into the SLO goal-setting process?

c. Ensure that classrooms are technologically equipped to support digital instructional materials, online assessments and educator evaluation data and support systems.

Does your agency...

- i. Offer online formative assessment tools that include CCRS-aligned item banks and student data reporting capabilities, and that can be used to create teacher measures of student learning growth for evaluation systems?
- ii. Share or encourage the use of technology platforms and data systems that provide formative and summative student growth and teacher evaluation data in user-friendly, real-time formats to enable data-driven, professional development?
- iii. Assess the technological readiness of all local educational agencies (LEAs) and schools for computer-based assessments, digital instructional materials and educator evaluation data and support systems (that is, device: student ratio, Internet bandwidth, hardware specifications)?
- iv. Use resources, including Federal funds, strategically to build and maintain technology infrastructure in support of better teaching and learning?

Focus Area 2: Connect observations and support systems with CCRS to enable better instruction

Align teacher practice standards, observation rubrics and evidence collection with CCRS instructional expectations

d. Streamline, refine and/or prioritize teaching standards and evidence collection to place greater emphasis on teacher understanding and use of appropriate CCRS-aligned grade/subject content and content-specific instructional strategies.

Does your agency...

Focus attention on those teacher practice standards that:

- i. Make explicit connections between CCRS expectations and teacher practice expectations in the observation rubrics?
- ii. Allow observers to prioritize instruction over other teacher practice standards, and focus observers on teacher understanding and implementation of CCRS-aligned grade/subject content, such as a balance in genre selection for ELA texts or level of application in mathematics; evidence of instructional shifts in texts selected, materials used or tasks assigned?
- iii. Require use of appropriate CCRS-aligned grade/subject instructional strategies?
- iv. Produce student actions and work samples that demonstrate CCRS learning?

e. Ensure evaluators know how to observe and provide ongoing feedback on teacher use of grade-level CCRS content and instructional strategies in planning and instruction.

Does your agency...

- i. Produce or share resources that demonstrate CCRS-aligned teacher practice standards in action (for example, video libraries or grade/subject-specific instructional practice guides)?
- ii. Conduct or promote ongoing training activities that help evaluators improve the accuracy of their ratings (for example, professional development walk-throughs or observer certification and re-certification)?
- iii. Provide guidance/coaching for principals/evaluators on how to give quality formative feedback (for example, video examples of observation pre- and post-conferences).
- iv. Provide resources and time during the school day to support pre- and post-observation conferences that improve use of CCRS-aligned content and instructional strategies?

f. Provide professional development on CCRS and educator evaluation concurrently, rather than separately.

Does your agency...

- i. Make explicit connections between CCRS expectations and teacher practice expectations in all relevant professional development activities?
- ii. Develop professional development opportunities based on both teacher observation results and gaps identified in student growth data?
- iii. Encourage or create structures for teacher leaders and other exemplary staff to engage their peers in professional development opportunities?
- iv. Hold principals accountable for planning and conducting faculty meetings grounded in CCRS, student growth data (including student work) and educator evaluation data?
- v. Develop or recommend systems/software that tailor professional development resources to observation ratings?

Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems

Assess and streamline policy and budget activities to bolster programs that support integration efforts and eliminate those that do not

g. Align leadership, coaching, feedback and professional learning systems to support CCRS-aligned teaching and learning.

Does your agency...

- i. Enable more opportunities for teachers to collaborate, receive feedback and participate in subject- or grade-based professional development by revising policies and repurposing funds (for example, allowing more flexibility in the school day for teacher release time, using Title II funds for local CCRS and educator evaluation and support experts to develop resources, braiding curricular and educator effectiveness funds to support more job-embedded professional development)?
- ii. Assess, update and retool instructional support programs to fully align with CCRS and educator evaluation and support systems (for example, so that new teacher orientation focuses on CCRS and teacher practice expectations; Title II instructional coaches conduct observations and use observation data to design or update professional development; Title I resources are leveraged to support CCRS and assessment resource needs as allowed under federal requirements)?
- iii. Create incentives for LEAs and schools to align programs, activities and funds to innovate and share best practices for integrating reforms (for example, local integration grants, local flexibility waivers, networking opportunities with other SEAs, LEAs and schools)?

h. Update existing program management and communication processes and routines to enable better communication with the field, and more collaboration and reduced siloes among LEA and SEA staff.

Does your agency...

- i. Assess and refine its theory of action for how standards, assessments and educator evaluation and support systems are integrated?
- ii. Hold regular cross-team meetings that include operations and content leaders to align on priorities, co-develop plans and resources and synchronize timelines?
- iii. Streamline the number of messengers and frequency of communications between the agency and the field (e.g., streamline disconnected multiple newsletters to the field; designate clear points of contact between the SEA and LEAs, LEAs and schools)?

Focus Area 4: Involve teachers, leaders and external partners to improve the agency's integration efforts

Utilize stakeholder engagement and performance management strategies to bolster integration and to continuously improve the reforms

i. Communicate frequently the underlying theory of action that ties the reforms together.

Does your agency...

- i. Make its theory of action for integrated reforms visible to the public and to key stakeholder groups (for example, through various media outlets; forums with LEAs, principals and teachers; public materials including Website)?
- ii. Inspire stakeholders with its theory of action through core messaging (for example, letters, speeches, testimony, promotional and/or other communications channels, including social media)?

j. Develop and use aspirational messages that showcase proof points and interdependency of the reforms.

Does your agency...

- i. Inform stakeholders of its approach to integrate CCRS, assessments and educator evaluation and support systems?
- ii. Draw explicit connections between the reason for integrated reforms and State, regional or local needs (for example, economic, political, social imperatives)?
- iii. Involve content leaders in the development of communication messages?
- iv. Work with partner organizations to ensure core messaging is reflected in non-agency-created documents, materials and communications opportunities?

k. Establish clear performance metrics to measure the success of efforts to integrate the reforms at the SEA, LEA and school levels.

Does your agency...

- i. Have/use metrics that measure skills and willingness of teachers and instructional leaders to meet CCRS and educator evaluation and support expectations (for example, teachers reporting receiving observations/coaching based on instructional practices and aligned instruction to the CCRS, teachers reporting integration is happening at school level, results of teacher observation and student growth data are aligned)?
- ii. Have/use metrics on the availability and use of high-quality CCR-aligned standards, assessment and educator evaluation and support resources for the field (for example, availability and usefulness of assessments and curricular materials aligned to the CCRS, observation instruments to gather evidence on CCRS, self-ratings/reflections on the quality of CCRS, assessment and educator support and evaluation resources)?
- iii. Have/use metrics on efficacy of the internal operations of the SEA/LEA (for example, streamlining of resources, staff capacity, interoffice collaboration)?

l. Assess progress and involve LEAs, principals, teachers and other stakeholders to continuously improve implementation of the reforms.

Does your agency...

- i. Inquire about progress and gaps across the reforms by using data and by engaging teachers, principals, parents and other groups (for example, ad hoc committees, discussion boards, surveys, town halls, focus groups, through student growth and teacher evaluation data, monthly check-ins with education leaders—superintendents, principals, etcetera)?
- ii. Interpret and analyze incoming qualitative and quantitative data to adjust course when needed?
- iii. Regularly communicate relevant changes back to the field?

Appendix B: Integration Resources Organized by Practice

Focus Area 1: Select and use CCRS-aligned instructional materials and assessments

a. Guide educators to select and implement instructional strategies and curricular resources that connect CCRS and educator evaluation and support systems.

Achieve	<ul style="list-style-type: none"> • Educators Evaluating Quality Instructional Products (EQiP) Rubrics
Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting	<ul style="list-style-type: none"> • Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders
California Department of Education	<ul style="list-style-type: none"> • California Learning Resource Network
Colorado Department of Education	<ul style="list-style-type: none"> • District Sample Curriculum Project
Denver Public Schools	<ul style="list-style-type: none"> • Self-Assessment for Standards Readiness
Louisiana Department of Education	<ul style="list-style-type: none"> • Teacher Resource Library by Grade Level • Curricular Resources Annotated Reviews • Teacher Support Toolbox
New York State Department of Education	<ul style="list-style-type: none"> • Metrics & Expectations 2013–2014 • Professional Development Kits for Teacher and Principal Training • Video: Assessments in Annual Professional Performance Review
Student Achievement Partners	<ul style="list-style-type: none"> • Instructional Materials Evaluation Tool (IMET)
Tennessee Department of Education	<ul style="list-style-type: none"> • Textbook Review Instrument: Reading (K–8)

b. Encourage the selection of high-quality CCRS-aligned diagnostic and formative assessments and performance tasks, including for SLOs.

Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting	<ul style="list-style-type: none"> • Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders
Denver Public Schools	<ul style="list-style-type: none"> • Self-Assessment for Standards Readiness
Colorado Department of Education	<ul style="list-style-type: none"> • District Sample Curriculum Project
Louisiana Department of Education	<ul style="list-style-type: none"> • 4th Grade Teacher Library • Curricular Resources Annotated Reviews • Setting Goals: The Student Learning Target Process • Teacher Support Toolbox
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Example Assessments for Use as District-Determined Measures
New York State Department of Education	<ul style="list-style-type: none"> • Metrics & Expectations 2013–2014 • Professional Development Kits for Teacher and Principal Training • Video: Assessments in Annual Professional Performance Review
Student Achievement Partners	<ul style="list-style-type: none"> • Assessment Evaluation Tool (AET)

c. Ensure that classrooms are technologically equipped to support digital instructional materials, online assessments and educator evaluation data and support systems.

Denver Public Schools	<ul style="list-style-type: none"> • Self-Assessment for Standards Readiness
Louisiana Department of Education	<ul style="list-style-type: none"> • Teacher Support Toolbox • Technology Footprint
New York State Department of Education	<ul style="list-style-type: none"> • Metrics & Expectations 2013–2014
Reform Support Network	<ul style="list-style-type: none"> • Using Federal Funds to Strengthen the Technology Infrastructure of LEAs and Schools

Focus Area 2: Connect observations and support systems with CCRS to enable better instruction

d. Streamline, refine and/or prioritize teaching standards and evidence collection to place greater emphasis on teacher understanding and use of appropriate CCRS-aligned grade/subject content and content-specific instructional strategies.

Center on Great Teachers & Leaders	<ul style="list-style-type: none"> • Creating Coherence: Common Core State Standards, Teacher Evaluation and Professional Learning
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Aligned Activities for Implementing Educator Evaluation and Massachusetts Curriculum Frameworks • Quick Reference Guide: Educator Evaluation & Curriculum Frameworks
New York State Department of Education	<ul style="list-style-type: none"> • CCRS Evidence Collection Tools for Social Studies, Science, Mathematics and ELA
TNTP	<ul style="list-style-type: none"> • Core Teaching Rubric • Fixing Classroom Observations

e. Ensure evaluators know how to observe and provide ongoing feedback on teacher use of grade-level CCRS content and instructional strategies in planning and instruction.

Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting	<ul style="list-style-type: none"> • Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders
Colorado Education Initiative	<ul style="list-style-type: none"> • Literacy Design Collaborative and Teacher Evaluation Crosswalk
Louisiana Department of Education	<ul style="list-style-type: none"> • Resources for Evaluators of Teachers of Students with Significant Disabilities • Teacher Support Toolbox • Video Library
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Aligned Activities for Implementing Educator Evaluation and Massachusetts Curriculum Frameworks
New York State Department of Education	<ul style="list-style-type: none"> • CCRS Evidence Collection Tools for Social Studies, Science, Mathematics and ELA • Metrics & Expectations 2013–2014
TNTP	<ul style="list-style-type: none"> • Core Teaching Rubric • Fixing Classroom Observations

f. Provide professional development on CCRS and educator evaluation concurrently, rather than separately.

Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting	<ul style="list-style-type: none"> • Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders
Colorado Education Initiative	<ul style="list-style-type: none"> • Literacy Design Collaborative and Teacher Evaluation Crosswalk
Louisiana Department of Education	<ul style="list-style-type: none"> • Teacher Support Toolbox • Video Library
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Aligned Activities for Implementing Educator Evaluation and Massachusetts Curriculum Frameworks
New York State Department of Education	<ul style="list-style-type: none"> • Professional Development Kits for Teacher and Principal Training

Focus Area 3: Align people, technology, time and money with implementation of CCRS, aligned assessments and educator evaluation and support systems

g. Align leadership, coaching, feedback and professional learning systems to support CCRS-aligned teaching and learning.

The Achievement Network	<ul style="list-style-type: none"> • Focusing on the How
Aspen Institute Education and Society Program and CCSSO	<ul style="list-style-type: none"> • Teaching to the Core
Colorado Department of Education	<ul style="list-style-type: none"> • Superintendent and Principal Integrated Timelines
Louisiana Department of Education	<ul style="list-style-type: none"> • LEA Guide to Aligning Financial Resources
Wisconsin Department of Public Instruction	<ul style="list-style-type: none"> • Agenda 2017 Timeline

h. Update existing program management and communication processes and routines to enable better communication with the field, and more collaboration and reduced siloes among LEA and SEA staff.

Aspen Institute Education and Society Program and CCSSO	<ul style="list-style-type: none"> • Teaching to the Core
Colorado Department of Education	<ul style="list-style-type: none"> • Superintendent and Principal Integrated Timelines
Kentucky Department of Education	<ul style="list-style-type: none"> • Professional Growth and Effectiveness System Newsletters
Louisiana Department of Education	<ul style="list-style-type: none"> • Louisiana Believes Website • Louisiana's Ed Connect Newsletter to Teachers and Principals
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Delivery Unit Supermemo • Professional Practice Innovation Grant
Reform Support Network	<ul style="list-style-type: none"> • Communication and Engagement Planning Timeline to Integrate Standards, Assessments and Educator Evaluation and Support Systems
Wisconsin Department of Public Instruction	<ul style="list-style-type: none"> • Agenda 2017 Timeline

Focus Area 4: Involve teachers, leaders and external partners to improve the agency's integration efforts

i. Communicate frequently the underlying theory of action that ties the reforms together.

Council of Chief State School Officers and Policy Innovators in Education	<ul style="list-style-type: none"> • Communications Workbook
Colorado Department of Education	<ul style="list-style-type: none"> • Assessments Communications Toolkit • Commissioner "Welcome Back" Note
Louisiana Department of Education	<ul style="list-style-type: none"> • Louisiana Believes Website
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Coherence Project PowerPoint
Reform Support Network	<ul style="list-style-type: none"> • From Inform to Inspire: A Framework for Communications and Engagement • Integrations Messages

j. Develop and use aspirational messages that showcase proof points and interdependency of the reforms.

Council of Chief State School Officers and Policy Innovators in Education	<ul style="list-style-type: none"> • Communications Workbook
Colorado Department of Education	<ul style="list-style-type: none"> • Assessments Communications Toolkit • Commissioner "Welcome Back" Note
Idaho State Department of Education	<ul style="list-style-type: none"> • Idaho Core Standards Communications Toolkit
Kentucky Department of Education	<ul style="list-style-type: none"> • Professional Growth and Effectiveness System Newsletters
Louisiana Department of Education	<ul style="list-style-type: none"> • Louisiana Believes Website • Louisiana's Ed Connect Newsletter to Teachers and Principals
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Coherence Project PowerPoint
Reform Support Network	<ul style="list-style-type: none"> • Building Enduring Race to the Top Education Reforms: Using Social Media to Engage With and Communicate to Key Stakeholders • Educator Evaluation Communications Toolkit • From Inform to Inspire: A Framework for Communications and Engagement • Integrations Messages • Social Media Use Among State and Local Education Agencies • Using Social Media to More Effectively Communicate Reform Efforts

k. Establish clear performance metrics to measure the success of efforts to integrate the reforms at the SEA, LEA and school levels.

Council of Chief State School Officers and Policy Innovators in Education	<ul style="list-style-type: none"> • Communications Workbook
Massachusetts Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Delivery Unit Supermemo
New York State Department of Education	<ul style="list-style-type: none"> • Metrics & Expectations 2013–2014

I. Assess progress and involve LEAs, principals, teachers and other stakeholders to continuously improve implementation of the reforms.

CCSSO and Policy Innovators in Education

- **Communications Workbook**

Massachusetts Department of Elementary and Secondary Education

- **Delivery Unit Supermemo**

Reform Support Network

- **Building Enduring Race to the Top Education Reforms: Using Social Media to Engage With and Communicate to Key Stakeholders**
- **From Inform to Inspire: A Framework for Communications and Engagement**
- **Social Media Use Among State and Local Education Agencies**
- **Using Social Media to More Effectively Communicate Reform Efforts**



Appendix C: Integration Resources Organized by State or Organization

Achieve

- Educators Evaluating Quality Instructional Products (EQulP) Rubrics

The Achievement Network

- Focusing on the How

Aspen Institute Education and Society Program and Council of Chief State School Officers

- Teaching to the Core

Aspen Institute Education and Society Program, Education First, Insight Education Group, Student Achievement Partners and Targeted Leadership Consulting

- Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders

California Department of Education

- California Learning Resource Network

Center on Great Teachers & Leaders

- Creating Coherence: Common Core State Standards, Teacher Evaluation and Professional Learning

Colorado Department of Education

- Assessments Communications Toolkit
- Commissioner "Welcome Back" Note
- District Sample Curriculum Project
- Literacy Design Collaborative and Teacher Evaluation Crosswalk
- Superintendent and Principal Integrated Timelines

Colorado Education Initiative

- Literacy Design Collaborative and Teacher Evaluation Crosswalk

Council of Chief State School Officers

- SEA Common Core Implementation Progress and Capacity Rubric

Council of Chief State School Officers and Policy Innovators in Education

- Communications Workbook

Denver Public Schools

- Self-Assessment for Standards Readiness

Idaho State Department of Education

- Idaho Core Standards Communications Toolkit

Kentucky Department of Education

- Professional Growth and Effectiveness System Newsletters

Louisiana Department of Education

- Curricular Resources Annotated Reviews
- LEA Guide to Aligning Financial Resources
- Louisiana Believes Website
- Louisiana's Ed Connect Newsletter to Teachers and Principals
- Resources for Evaluators of Teachers of Students with Significant Disabilities
- Setting Goals: The Student Learning Target Process
- Teacher Resource Library by Grade Level
- Teacher Support Toolbox
- Technology Footprint
- Video Library

Massachusetts Department of Elementary and Secondary Education

- Aligned Activities for Implementing Educator Evaluation and Massachusetts Curriculum Frameworks
- Coherence Project PowerPoint
- Delivery Unit Supermemo
- Example Assessments for Use as District-Determined Measures
- Professional Practice Innovation Grant
- Quick Reference Guide: Educator Evaluation & Curriculum Frameworks

New York State Department of Education

- CCRS Evidence Collection Tools for Social Studies, Science, Mathematics and ELA
- Metrics & Expectations 2013–2014
- Professional Development Kits for Teacher and Principal Training
- Video: Assessments in Annual Professional Performance Review

Reform Support Network

- Building Enduring Race to the Top Education Reforms: Using Social Media to Engage With and Communicate to Key Stakeholders
- Communication and Engagement Planning Timeline to Integrate Standards, Assessments and Educator Evaluation and Support Systems
- Educator Evaluation Communications Toolkit
- From Inform to Inspire: A Framework for Communications and Engagement
- Integration Messages
- Social Media Use Among State and Local Education Agencies
- Using Federal Funds to Strengthen the Technology Infrastructure of LEAs and Schools
- Using Social Media to More Effectively Communicate Reform Efforts

Student Achievement Partners

- Assessment Evaluation Tool (AET)
- Instructional Materials Evaluation Tool (IMET)

Tennessee Department of Education

- Textbook Review Instrument: Reading (K–8)

TNTP

- Core Teaching Rubric
- Fixing Classroom Observations

United States Department of Education

- Using Federal Funds to Strengthen the Technology Infrastructure of LEAs and Schools

Wisconsin Department of Public Instruction

- Agenda 2017 Timeline

This publication features information from public and private organizations and links to additional information created by those organizations. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed, nor does the Department of Education control its accuracy, relevance, timeliness or completeness.

