

# A Leaders' Guide to Standards Implementation Playbook



Connecting Standards Implementation,  
LCAP, and District Support



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### Leadership and Support

Mary Ann Dewan, Ph.D., Santa Clara County Superintendent of Schools

Peter Birdsall, Executive Director, California County Superintendents Educational Services Association

Gary Waddell, Ed.D., Associate Superintendent, Santa Clara County Office of Education



## Playbook Development Team

Robin Hall, Ed.D.,  
Santa Clara County Office of Education

Jan Mayer Ashley, Ed.D., Consultant

Mike Bromberg,  
Santa Clara County Office of Education

### Developed with the input and cooperation of

CCSESA Curriculum and Instruction Steering Committee (CISC) Executive Board, Cynthia Glover Woods, 2020 Committee Chair

Sandra Morales, Assistant Executive Director, California County Superintendents Educational Services Association

Shari Dickstein-Staub, Ed.D.,  
Consultant

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Ellen Barger, Melissa Bazanos, Debi Bodenheimer, Kim Cavanagh, Diana Ceja, David Chun, Lucy Edwards, Heidi Espindola, Kathryn Ferreira, Jeannine Flores, Charley Gilmore, Melanie Greene, Nancy Herota, Stephanie Hitchcock, Nathan Inouye, Chris Izor, Tony Knapp, JoAnne Lauer, Lisa LeFevre, Caryn Lewis, Rebecca Lewis, Jennifer Logue, Vanessa Lujan, Gabrielle Marchini, Michael McCormick, Bonnie McFarland, Alison McKeeman-Rice, Annie Murphy, Greg Nicholas, Margo Olson, Diana Ramirez, Michelle Ramirez, Shirley Roath, Iishwara Ryaru, Kirsten Sarginger, Shela Seaton, Jeanette Spencer, John Spiegel, Jane Steinkamp, Nancy Sullivan, Yee Wan, and Tamara Wilson.



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# Section I – READY, SET, GO!

## Why a Playbook?

Playbooks have traditionally been used in sports to outline plans and provide detailed strategies, or plays, for team members to use during a game. Today, many organizations create Playbooks to clarify cultural values and expectations, and describe key workflow processes and operating procedures in order to align approaches and effective responses to situations as they arise.

This Playbook can assist County Office of Education experts in their work with districts and schools to improve the implementation of standards-based instructional programs. It culls information from CCSESA resources, the California Department of Education, and other education-focused reports and publications to simplify the process and assist leaders to quickly identify gaps and actionable responses. Detailed information is included in tools and references cited for each area.

## Project Background and Leadership Insights

Beginning in 2015, the California Partnership for Math and Science Education (the Partnership), embarked on a statewide mission to increase access to high-quality math and science teaching and learning. With support from the S.D. Bechtel, Jr. Foundation, and in collaboration with the California County Superintendents Educational Services Association (CCSESA), the California Department of Education (CDE), and the California State Board of Education (SBE), the Partnership conducted two statewide Communities of Practice focusing on math and science standards. They emphasize equity, implementation support, and communication. Working with content experts and organizations, the Partnership provided county offices of education (COEs) and other targeted groups of educators a place to gather and share ideas and expertise, and an ongoing, statewide collaborative structure for building capacity in every region.

Concurrently, regional and county teams of education leaders planned and piloted standards implementation initiatives that respond to local challenges, incorporate professional learning, and improve and sustain standards implementation efforts across content areas in COEs and school districts throughout California.

Building strong local leadership structures can empower teachers and administrators to implement and institutionalize high-quality, standards-aligned teaching and learning. It can also help districts and counties maintain coherence across personnel changes and other local

conditions. When counties advocate for improvement priorities, they unify local stakeholders, which guides a more comprehensive standards implementation. As regional work becomes aligned with state policy, teachers and administrators hear consistent messaging across the system (Gutierrez, Saliccioli, Perry, & Le Fevre, 2019).

Some key leadership learnings that have emerged from the work of the Partnership:

- Build coherent local leadership structures.
- Empower leaders to advocate for instructional change.
- Articulate a shared project vision to create team focus, cohesion, and commitment.
- Align improvement efforts to create coherence and differentiate support.
- Relationships are the foundation of successful collaboration.
- Collaboration can harness and accelerate leadership development at all levels.
- Collaboration can accelerate content-area knowledge and skill-building at all levels – COEs, districts, and school sites.
- Collaboration helps surmount the resource limitations of smaller counties.
- Regional collaboration helps spotlight and address inequities in student access to high quality education.
- Partnerships with key external collaborators strengthen efforts and leverage resources.
- Technology helps overcome the problems of geographic sprawl.

The work of the Partnership suggests a powerful potential to foster broad and deep implementation of California's math and science standards. An infrastructure of connectedness and commitment across key players who otherwise may have worked in isolation enabled the sharing of expertise, information, knowledge, and focused professional learning throughout the state. This can lead to a greater and more cohesive and equitable impact on educators and students (Gutierrez, Saliccioli, Perry, & Le Fevre, 2019).

The lessons learned through the efforts of the Partnership, can serve as points of reference for leaders as they engage with stakeholders.

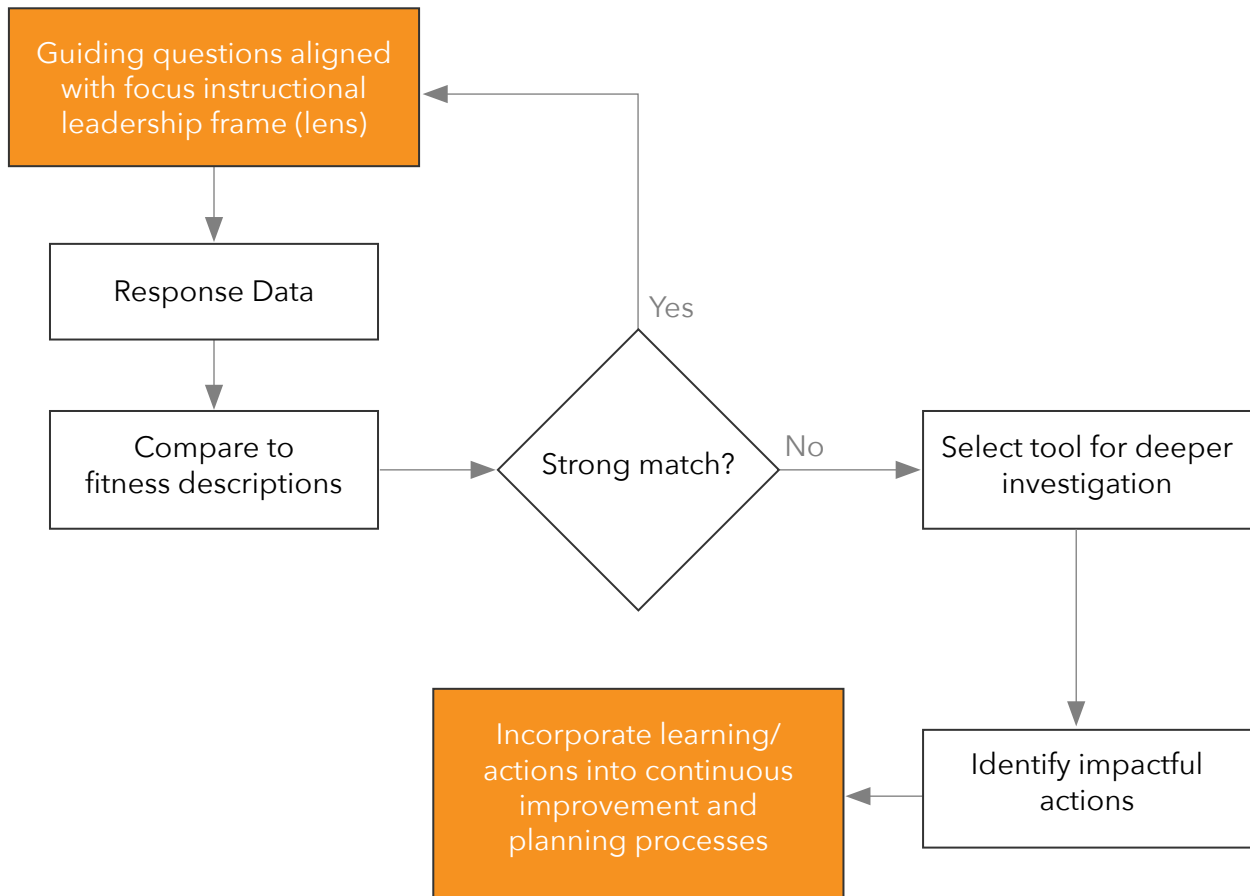
## Using this Resource

The Leaders' Guide to Standards Implementation Playbook resource can facilitate instructional leaders' thoughtful engagement with stakeholders to gain evidence-driven insights about the state of the school and/or district's instructional system. They can note perceived strengths and challenges, investigate overcoming contextual barriers, and identify next-step actions. These actions inform the institution's continuous progress and planning processes, which can construct a description of the implementation status of State Priority 2, and identify meaningful SPSA and/or LCAP standards implementation goals and actions.

This resource examines standards implementation through three lenses; culture, structure (systems) and instruction. Users respond to guiding questions and compare responses to fitness statements that describe the characteristics of robust standards-driven implementation for each lens. Process and pedagogical tools are linked to each lens to support a more complete understanding of the local standards implementation.

COEs can use this Playbook to initiate dialogue with school and district leaders who are self-assessing teaching and learning efforts, examining local implementation of State Priority 2, or collaborating through Differentiated Assistance.

## Process Map



## Tips for Using the Playbook

The Playbook is organized into three frames focused on standards-based instruction: culture, structure, and instruction (teaching and learning). Each frame is composed of five themes, each with a corresponding set of guiding questions, indicators of fitness, and related tools for action investigation. Following are recommendations for using this resource.

- Collaboratively select a frame and theme for exploration with the school or district team that is aligned with the area of interest. The Playbook is not intended to be given to a school or district leader for completion in isolation or used in its entirety in a single session.
  - Each set of Guiding Questions is linked to an electronic Note-taking and Next Steps Form. Create a copy of the form for use in facilitating the discussion and recording the responses. This note organizer includes space to capture discussion highlights about the guiding questions, the comparison of responses to Indicators of Fitness, the selection of areas and tools for deeper investigation, and the identification of potential next steps and actions. Images and sections can be added to the forms to customize them as desired.
  - The Indicators of Fitness are selected statements of effective actions and strategies. The Playbook is designed to be a concise tool, so it is not inclusive of all the information available on each topic. Additional tools and resources with greater detail are noted for further investigation.
  - The Playbook is intended to be used as a self-reflection tool during a cycle of continuous improvement and to link learnings about the level of standards implementation to plan development. The Indicators of Fitness are not meant to be selected as “solutions” without the appropriate group discussions, considerations and stakeholder input.
  - As a result of exploratory work using the Playbook, leaders will gain ideas and information to advocate for new or revised plan goals, actions or use of resources.
  - Given California’s new integrated approach to school and district planning, many of the proposed actions may be incorporated into the LCAP and SPSAs, as appropriate.
- Instructional leaders’ use of the Playbook can serve as a self-assessment tool aimed at creating a deeper and more comprehensive understanding and description clarity of the progress of a district’s State Priority 2 implementation and result in a more robust grounding for Dashboard self-reporting.
  - Section VI includes information about many helpful publications, resources, and organizations. Wherever possible, the links are included to facilitate access to electronic sources.

## Potential Entry Points for Use

- COE-facilitated discussions with district and school leaders on teaching and learning, State Priority 2 implementation, or Differentiated Assistance.
- As a resource to share with school and district leaders to encourage self-identification of a school or district’s strengths, challenges and contextual barriers relative to standards implementation, and identify areas and tools for deeper investigation.
- Modeled-use as part of COE-facilitated leadership, teaching and learning network meetings.
- As a standards implementation frame-specific (i.e. cultural, structural, instructional) self-reflection tool during a cycle of continuous improvement.
- As an initial self-assessment tool during a differentiated assistance session with instructional leaders.
- District use during site-administrator meetings, including modeling for site administrators how the tool can be used with leadership teams to gather data to drive deeper investigation and advocate for actions and resources as a part of improvement planning efforts (e.g. SPSAs, LCAPs, etc.). Site-level results shared with district administrators can inform a district’s State Priority 2 Dashboard self-reporting.
- Site-level use during staff and stakeholder meetings (e.g. PLC, SSC, ELAC meetings). Results can be discussed and used to drive deeper investigation, advocate for support (actions and resources) in SPSAs; and inform stakeholder advocacy efforts as they pertain to LCAP development.

# Section II – INSTRUCTIONAL CULTURE

The beliefs, perceptions, relationships, attitudes, and written and unwritten rules and expectations that shape and influence every aspect of the teaching and learning environment. Culture results from both conscious and unconscious perspectives, values, interactions, and practices, and is heavily shaped by the organization’s

particular institutional history. Broadly defined, positive instructional cultures are conducive to professional satisfaction, morale, and effectiveness, and prioritize student learning, fulfillment, and well-being for all students and adults.

| <b>C.1</b><br>Strong community that is knowledgeable and supportive of the vision, mission, values and commitments of the organization | <b>C.2</b><br>Outcome-focused learning environment based on reflective data-driven practices and high expectations for every student and adult | <b>C.3</b><br>Productive relationships that engage the community, students and staff and promote positive school climate | <b>C.4</b><br>System-wide commitment to equitable high-quality standards implementation through programs, practices, interventions, inclusion, and accountability that put student success at the forefront of school/ district priorities | <b>C.5</b><br>System-wide commitment to teacher support through meaningful and effective professional learning and collaboration |
|--|--|--|--|--|
| <u>Guiding Questions</u>   | <u>Guiding Questions</u>   | <u>Guiding Questions</u>   | <u>Guiding Questions</u>   | <u>Guiding Questions</u>   |
| <u>Indicators of Fitness</u>   | <u>Indicators of Fitness</u>   | <u>Indicators of Fitness</u>   | <u>Indicators of Fitness</u>   | <u>Indicators of Fitness</u>   |
| <u>Tools for Action Investigation</u>  | <u>Tools for Action Investigation</u>  | <u>Tools for Action Investigation</u>  | <u>Tools for Action Investigation</u>  | <u>Tools for Action Investigation</u>  |

## Using the Guiding Questions

The guiding questions can be used either verbally or in written format (e.g. the Note-taking and Next-Steps Tools provided) with individual instructional leaders or leadership teams. These questions prompt the user(s) to recall specific details and focus on important issues of the teaching and learning environment, thus paving the way to move from

data and facts, to a deeper analysis of the evidence, and the generation of ideas/actions for improvement. Guiding question discussions build shared understanding of issues of policy, process, practice and past successes, challenges and concerns.

## Guiding Questions

### C.1 Organizational Beliefs and Commitments

1. How do school and district stakeholders influence the vision, mission, values and commitments of the school and/or district?
2. What do the day-to-day displays, activities and interactions among students, staff and families say about what is valued and prioritized in the learning community?
3. How do you, as a school/district leader, communicate and drive the organization's instructional goals?
4. How do you, as a school/district leader, develop and encourage leadership within others to support and drive the vision, mission and culture of learning throughout the organization?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for the Organizational Beliefs and Commitments Guiding Questions](#)

### C.2 Outcome-Focused Learning Environment

1. How do you, as a school/district leader, and the community use evidence of student success to continuously drive improved achievement?
2. How do you, as a school/district leader, use data to instill urgency around student learning and the role of a learning-focused culture in improving student achievement?
3. What systems and resources are in place to monitor the impact/progress of decisions and actions? How is the impact communicated to stakeholders? What is the effect on implementation?
4. What evidence is there that an outcome-focused learning environment is prioritized during strategic planning activities and in plan documents?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for the Outcome-Focused Learning Environment Guiding Questions](#)

### C.3 Productive Relationships

1. How do you, as a school/district leader, teachers, other staff, families and students regularly exchange information, data and ideas to deepen understanding, hypothesize and make decisions about teaching and learning issues?
2. How do you organize efforts aimed at building a community laser-focused on strengthening and improving standards-aligned teaching and learning among teachers, other staff, families, students and other stakeholders?
3. How do community partners currently support school/district instructional programs, and how do you influence and support positioning the school/district to expand partnerships aimed at improving teaching and learning?
4. What efforts are in place to ensure that staff understand the value of positive family and student relationships and seek to improve perceptions of the instructional program?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for the Productive Relationships Guiding Questions](#)

### C.4 Equitable High-Quality Standards Implementation

1. As a learning-leader, what is your vision of a standards-driven instructional system that responds to the needs of all students, and how do you communicate this vision with stakeholders to drive instructional goals?
2. What are the perceptions of staff, families and the community regarding standards-based teaching and learning and its role in addressing the achievement and needs of all students?
3. What actions do you take as the instructional leader to engage stakeholders to develop, and regularly revisit, a vision that responds to the diverse needs of all students (e.g. race, socio-economics, language, special education)?
4. How do you, as a school/district leader, use evidence of student progress to continuously drive improved teaching and learning for all students. For example, how do you use data to create urgency to build and maintain a learning-focused culture that improves achievement for all students, closing achievement gaps as well as raising the bar?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for the High-Quality Standards Implementation Guiding Questions](#)



## C.5 Teacher Support

1. As a school/district instructional leader, how do you ensure your awareness of current effective professional learning and evidence-based instructional strategies is up-to-date?
2. What data do you gather to inform your understanding of the current needs of leaders, teachers and students, and how is that data used to inform the organization's vision and expectations for a professional learning system?
3. How do your beliefs and perceptions, as a school/district leader, influence the alignment, policies, practices and funding that support professional learning?
4. What regularly occurring school/district practices reflect staff and stakeholder shared understanding and progress-monitoring of professional learning strategies, content and processes?

### [Go to Indicators of Fitness](#)

### [Tools for Action Investigation](#)

### [Download a Note-taking and Next-steps Tool for the Teacher Support Guiding Questions](#)

## Indicators of Cultural Fitness and Tools for Action Investigation

### C.1 Organizational Beliefs and Commitments

#### Indicators of Cultural Fitness

- Stakeholders influence and contribute to the development of the organization's vision, mission, values and commitments.
- Educators, other staff, families and students have regular opportunities to exchange their ideas to address learning (school) issues with leaders through meetings or other reciprocal communication structures.
- Leaders, teachers and staff model positive expression of organizational values.
- Leaders and staff clearly communicate a well-defined and understood direction for the academic success of every student.

## Tools for Action Investigation

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. "Guide to Developing and Implementing Core Values, Beliefs, and Learning Expectations." New England Association of Schools and Colleges, Inc., 2016. [https://cpss.neasc.org/sites/cpss.neasc.org/files/Downloads\\_pdf/Guide%20to%20Developing%20Core%20Values.pdf](https://cpss.neasc.org/sites/cpss.neasc.org/files/Downloads_pdf/Guide%20to%20Developing%20Core%20Values.pdf)
3. "Building Blocks of Academic Support, Culture of Trust Surveys." California County Superintendents Educational Services Association, 2009. [https://drive.google.com/open?id=1B\\_44oQL\\_e0cS-xFO\\_bgNop5fdI4JCddB](https://drive.google.com/open?id=1B_44oQL_e0cS-xFO_bgNop5fdI4JCddB)

### [Back to Guiding Questions](#)

## C.2 Outcome-Focused Learning Environment

### Indicators of Cultural Fitness

- Measurable data-driven goals are established which are aligned to the vision and mission of academic success and underscore high expectations for every student and every adult.
- The leadership team uses data to monitor school/district progress, guide instructional practices, inform and revise improvement plans, and make governance decisions.
- All staff review academic outcome data in such aggregate formats as school, classroom, grade level, course, and student groups in order to evaluate the effectiveness of instruction and interventions.
- LCAPs and SPSAs prioritize high academic achievement for every student through explicit measurable goals, actions, services and expenditures.

### Tools for Action Investigation

1. O'Malley, M.D. & Amarillas, A. (2011). What Works Brief #1: Caring Relationships and High Expectations. San Francisco: WestEd, [https://data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf).
2. "The Practice of Learning-Focused Leadership - Learning-Focused Leadership and Leadership Support." Wallace Foundation, 2010, [www.wallacefoundation.org/knowledge-center/pages/the-practice-learning-focused-leadership-support-urban-systems.aspx](http://www.wallacefoundation.org/knowledge-center/pages/the-practice-learning-focused-leadership-support-urban-systems.aspx).
3. "Resources for Equitable Outcomes." Coalition of Essential Schools, <http://essentialschools.org/benchmarks/resources-for-equitable-outcomes/>.

### [Back to Guiding Questions](#)

## C.3 Productive Relationships

### Indicators of Cultural Fitness

- The relationships and interactions between administrators, teachers, other staff, students and families, and bargaining units are characterized by openness, trust, respect, and appreciation. Criticism, when voiced, is constructive and well-intentioned.
- Mistakes are not seen as failures, but are viewed as opportunities to continuously learn and grow for both students and educators. The successes of staff, students and community partners are recognized and celebrated.
- All staff/family/student/community-leaders have opportunities to participate in school/district progress-monitoring activities and inform instructional program decisions.
- Staff/family/student/community-leaders serve on at least one committee or team that can make decisions about instructional programs (e.g. DELAC, ELAC, SSC, LCAP Advisory). Leadership teams are representative of the diversity of the community.
- Procedures exist and are practiced in a regular and consistent manner to ensure that staff/families/student and community-leaders are knowledgeable about teaching and learning systems, strategies and supports; student progress data; survey results; and instructional program decisions. Clear, aligned, key messages are methodically developed and delivered that help staff, families, students and the community understand the implications of implementing a standards-based instructional program.
- A variety of community-based, philanthropic, and/or grant-related partnerships provide resources that support the school/district's specific teaching and learning needs and maximize student outcomes.
- Regularly scheduled surveys and other sharing opportunities assess staff/family/student/community perceptions of the quality of the instructional program, and the results inform plans and decision-making.

### Tools for Action Investigation

1. O'Malley, M., & Poynor, L. (2014). Climate connection toolkit: Low and no-cost activities for cultivating a supportive school climate (2nd ed.). San Francisco: WestEd, [https://data.calschls.org/resources/ClimateConnectionToolkit\\_2ndedition.pdf](https://data.calschls.org/resources/ClimateConnectionToolkit_2ndedition.pdf).
2. "Connecting with Stakeholders." Connecting with Stakeholders - QSF Videos (CA Dept of Education), California Department of Education, 2018, [www.cde.ca.gov/qs/vi/stakeholders.asp](http://www.cde.ca.gov/qs/vi/stakeholders.asp).
3. WestEd. "CalSCHLS - The California School Climate, Health, and Learning Survey (CalSCHLS) System - Home." California Department of Education, 2018, <https://calschls.org/>.

#### [Back to Guiding Questions](#)

## C.4 Equitable High-Quality Standards Implementation

### Indicators of Cultural Fitness

- The school/district's processes to effectively promote a positive teaching and learning culture result in clear operational procedures that are integrated into daily practice throughout the organization through communication, collaboration, respect, and high-quality learning environments (CCSESA LEA Self-Assessment).
- Staff, families and community members are fully engaged in supporting the success of the standards-based instructional program. A variety of methods are employed to deliver key messages and develop a shared and common understanding of the vision, mission, values, priorities, expectations, behaviors and practices that drive a high-quality, continuously improving, learning-centered school/district organization that addresses the needs of all students including significant/unduplicated student groups and ensures their academic success.
- The school/district vision, mission, values and plans (e.g. LCAP, SPSA) embrace and prioritize the concepts of "closing the achievement gap" as well as "raising the bar." Goals, actions and services are strongly aligned to these concepts and are implemented throughout the organization with consistency. Excellence and success are norms for each student and every educator.
- There is a robust and ongoing process involving staff and stakeholders that informs and validates the connections between the school/district's vision of instruction, improvement/action plan development, implementation and progress-monitoring.

### Tools for Action Investigation

1. "National School Climate Standards Benchmarks to Promote Effective Teaching, Learning and Comprehensive School Improvement." National School Climate Council, 2010. <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>.
2. SWIFT Education Center. (2018). Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment, Version 2.0 (Items 5.1, 5.2, 6.1, 6.2). [http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable\\_0.pdf](http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable_0.pdf)
3. "CA Equity Performance and Improvement Program (CEPIP)." CA1-CEPIP, 2020, [www.inclusioncollaborative.org/cepip.aspx](http://www.inclusioncollaborative.org/cepip.aspx).
4. "San Diego County Office of Education." Equity, San Diego County Office of Education, 2020, [www.sdcoe.net/lls/equity/Pages/default.aspx](http://www.sdcoe.net/lls/equity/Pages/default.aspx).

#### [Back to Guiding Questions](#)

## C.5 Teacher Support System

### Indicators of Cultural Fitness

- Professional norms are robustly reflected in the culture of the organization, and include teacher voice, peer support, collaboration, trust, shared responsibility, high-expectations, and continuous learning for all the adults in the system.
- A growth mindset underlies a high commitment to continuous improvement among staff and is demonstrated by leadership through aligned behaviors and systemic, well-coordinated actions. (CCSESA LEA Self-Assessment p.5)
- Collaborative learning is embedded in the school/district culture and is focused on building collegial communities of teachers who continuously and frequently engage in the study of teaching and learning; develop the shared language and common understandings necessary to grow professionally and apply new knowledge and skills systemwide; and provide structures of support for follow-up and follow-through that results in continuous improvement for all students and every educator.
- Frequent and targeted training and collaboration opportunities that focus on the specific strategies, practices, skills and knowledge necessary to ensure learning for all students are provided to those charged with supporting teachers through coaching, mentoring and orientation programs to ensure instructional support-providers are well-prepared to support the establishment and growth of collaborative professional learning communities that clearly connect to school/district vision, mission, values and goals.

- The professional learning plan includes a system for regularly collecting and responding to teacher feedback and data on classroom implementation and impact, incorporates multiple modes of delivery (e.g. workshops, webinars, online courses, micro-badging, peer observation, webinars, study groups, PLCs, etc.) and prioritizes frequent collaboration and reflection.

### Tools for Action Investigation

1. O'Malley, M.D, & Eklund, K.(2012). S3 What Works Brief #10: Improving Staff Climate. San Francisco: WestEd. [https://data.calschls.org/resources/S3\\_WhatWorksBrief10\\_StaffClimate\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief10_StaffClimate_final.pdf)
2. California Department of Education, Comprehensive Assistance Center. "Professional Learning System Review: A Companion Tool for the Quality Professional Learning Standards." WestEd, 2016. [https://cacompcenter.org/wp-content/uploads/2015/03/CA-Quality-Professional-Learning-Standards\\_Revised-March-2015.pdf](https://cacompcenter.org/wp-content/uploads/2015/03/CA-Quality-Professional-Learning-Standards_Revised-March-2015.pdf)
3. "Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State." California Department of Education, 2012. <https://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

### Back to Guiding Questions



# Section III – INSTRUCTIONAL STRUCTURE

Create, enable and maintain coherent organizational processes and systems that maximize teaching and learning and meet the needs of all students.

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|--|--|--|---|---|
| <p><b>S.1</b></p> <p>Leadership and accountability for the implementation of standards throughout the district</p> | <p><b>S.2</b></p> <p>Use of coherent standards-aligned curriculum, supplemental resources, and assessments that meet the needs of all students</p> | <p><b>S.3</b></p> <p>Use of data to plan, monitor and improve standards implementation throughout the system</p> | <p><b>S.4</b></p> <p>Strategic use of resources to support standards implementation</p> | <p><b>S.5</b></p> <p>Policies and coordinated processes to extend, deepen, and improve standards implementation throughout the district</p> |
| <p><u>Guiding Questions</u></p>  | <p><u>Guiding Questions</u></p>  | <p><u>Guiding Questions</u></p>  | <p><u>Guiding Questions</u></p>   | <p><u>Guiding Questions</u></p>   |
| <p><u>Indicators of Fitness</u></p>  | <p><u>Indicators of Fitness</u></p>  | <p><u>Indicators of Fitness</u></p>  | <p><u>Indicators of Fitness</u></p>   | <p><u>Indicators of Fitness</u></p>   |
| <p><u>Tools for Action Investigation</u></p>   | <p><u>Tools for Action Investigation</u></p>   | <p><u>Tools for Action Investigation</u></p>   | <p><u>Tools for Action Investigation</u></p>  | <p><u>Tools for Action Investigation</u></p>  |

## Using the Guiding Questions

The guiding questions can be used either verbally or in written format (e.g. the Note-taking and Next-Steps Tools provided) with individual instructional leaders or leadership teams. These questions prompt the user(s) to recall specific details and focus on important issues of the teaching and learning environment, thus paving the way to move from

data and facts, to a deeper analysis of the evidence, and the generation of ideas/actions for improvement. Guiding question discussions build shared understanding of issues of policy, process, practice and past successes, challenges and concerns.

## Guiding Questions

### S.1 Leadership and Accountability for the Implementation of Standards throughout the District

1. What is the district's plan for standards implementation?
2. How is the plan monitored and revised, as appropriate?  
- What data are collected to review the progress of standards implementation throughout the district?
3. How is the plan and its implementation progress communicated to all Stakeholders?
4. How is the plan integrated into the Dashboard (Local Priority 2), and other related local plans (e.g., LCAP, SPSAs)?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next steps Tool for the Leadership and Accountability for the Implementation of Standards throughout the District Guiding Questions](#)

### S.2 Use of coherent standards-aligned curriculum, supplemental resources, and assessments that meet the needs of all students

1. What processes are in place to identify standards-aligned instructional resources and distribute materials? Are current materials available and in use in all content areas and grade levels?
2. How is it determined which materials are needed to support the learning of all student groups? How are appropriate curriculum resources used to support all students, including English learners and students with disabilities, so that they have full access to standards-based instruction?
3. What procedures are used to monitor and report the use of the district's adopted standards-aligned curriculum in all schools?
4. How are standards-aligned assessments used throughout district (e.g., locally developed, common, curriculum embedded, California's state assessments)? How are the assessment results used?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for the Use of Coherent Standards-aligned Curriculum, Supplemental Resources, and Assessments that Meet the Needs of All Students Guiding Questions](#)

### S.3 Use of data to plan, monitor and improve standards implementation throughout the system

1. What is the district/school's plan for monitoring standards implementation throughout the system? How are relevant data used to support this effort?
2. What processes exist for using data to facilitate the analysis of student performance on standards? How is this information used for planning and decision making?
3. How do elements of the district's data system support planning, monitoring standards implementation and analyzing student performance? What features support staff to store and retrieve data, produce reports, and access tools for data review and planning?
4. How are data used in district and school planning processes? (e.g., LCAP-including differentiated assistance plans, SPSA-including CSI/ATSI plans)?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for the Use of Data to Plan, Monitor and Improve Standards Implementation throughout the System Guiding Questions](#)

### S.4 Strategic use of resources to support standards implementation

1. What processes are in place to ensure sufficient funds and resources (personnel, time, technology, space, curriculum and assessment) are used to support the implementation of a coherent standards-aligned instructional program for all students? How is the use of these resources reflected in the district's budget?
2. How are professional learning resources (personnel, fiscal, technology and time) spent on deepening educator understanding of the standards and the instructional practices that support them?
3. How do plans and decisions regarding personnel practices enable the schools to recruit, induct and retain staff with the skills and knowledge to effectively implement a standards-based instructional program?

4. To what extent is the use of resources (personnel, fiscal, technology and time) integrated into the Dashboard report (Local Priority 2), LCAP, LCAP Federal Addendum and SPSAs (including CSI and ATSI school plans)? What processes are in place to ensure the LCAP and SPSAs are aligned to fully implement the standards-based program?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for Strategic Use of Resources to Support Standards Implementation Guiding Question](#)

## S.5 Policies and coordinated processes to extend, deepen, and improve standards implementation throughout the district

1. What are the components of the district-wide strategy for improvement? What approaches to improving standards implementation are used by district and school leaders?
2. How are schedules and calendars organized and modified to ensure that all students are provided full access to a standards-based instructional program? What learning supports are available that extend learning opportunities for students who need additional time and assistance?
3. How are you, a district or school leader, supported to deepen your knowledge and skills to support the implementation of standards-based instruction? What professional learning and networking opportunities are available to you?
4. How do district and site administrators know that the standards-based instructional program is implemented effectively? What structures/routines exist to ensure effective instructional strategies, resources and assessments are in place?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for Policies and Coordinated Processes to Extend, Deepen, and Improve Standards Implementation throughout the District Guiding Questions](#)

# Indicators of Instructional Structure Fitness and Tools for Action Investigation

## S.1 Leadership and Accountability for the Implementation of Standards throughout the District

### Indicators of Instructional Structure Fitness

- A designated core team leads and is accountable for the standards implementation efforts. The team, representative of the district's stakeholders, is responsible for developing and revising a plan, and monitoring and reporting the progress of standards implementation. Relevant data are regularly collected and reviewed as part of this process (e.g., student performance results, surveys, observations, interviews).
- The district leads and coordinates the standards implementation efforts and supports implementation at every school to ensure that all students' needs are addressed.
- The district implements processes to communicate the standards implementation plan and progress to all stakeholders, including the governing board, staff, students, families, and community members. (e.g., electronic, face-to-face, web-based, print). Information is available in the home languages of all families.
- The progress on the standards implementation plan is reported annually on the district's Dashboard and included in the LCAP for Priority 2.

### Tools for Action Investigation

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 11-12), Component 3: Leadership and Governance (pp. 27-28)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. Curriculum and Instruction Steering Committee. "LEA Self-Assessment Companion Resource." California County Superintendents Educational Services Association, 2017. <https://drive.google.com/file/d/1G5xdrL-RyiYB74t2VQxjVX-xV9aH-gQb/>
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5. Education and Society Program. "Instructional Leadership Teams: Leading the Way to Successful Common Core State Standards Implementation." The Aspen Institute, 2015. <http://www.aspendr.org/portal/browse/DocumentDetail?documentId=1895>
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  8. SWIFT Education Center. (2018). Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment, Version 2.0 (Item 1.1). [http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable\\_0.pdf](http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable_0.pdf)
  9. Public Education Leadership Project. "Coherence Framework." Harvard University, 2020, <https://pelp.fas.harvard.edu/book/coherence-framework>.
- The district's plan for using standards-aligned assessments and related resources guides the use of practice, interim, annual, and other locally-designated assessments (e.g., California statewide standards-aligned assessments, Smarter Balanced Digital Library, universal/designated assessment supports, curriculum-embedded assessments, common assessments, etc...)
  - Teachers and administrators understand the purposes of all assessments.
  - Appropriate assessment supports are provided for students, based on individual needs, to ensure accessibility.
  - Assessment-related technology is available and used by students throughout the school year.

### [Back to Guiding Questions](#)

## S.2 Use of Coherent Standards-aligned Curriculum, Supplemental Resources, and Assessments that Meet the Needs of All Students

### Indicators of Instructional Structure Fitness

- The district's curriculum adoption and implementation process ensures that standards-aligned materials (electronic and print) are available in all content areas and grades.
    - A resources inventory, purchasing schedule, and timely distribution process are used to ensure that teachers and students have materials in a timely manner.
    - There is a process and agreed-upon criteria for vetting locally-developed or purchased supplemental resources, core instructional materials, and assessments to ensure all resources are standards-aligned.
  - Student data are reviewed to verify that the selected materials meet the instructional needs of all students (e.g., universal screening process, Universal Design for Learning, differentiated instruction, designated/integrated ELD for ELs, intervention/targeted support, advanced coursework, pre-Algebra)
  - Established procedures for monitoring the use of standards-aligned materials are implemented fully at all schools.
1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 9-12,15-16)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
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  6. "RCOE Assessment, Accountability & Continuous Improvement." Tableau Public, Riverside County Office of Education, 2020. <https://public.tableau.com/profile/rcoe#!>.
  7. "Smarter Balanced Digital Library: A Collection of Instructional and Professional Learning Resources." Smarter Balanced Assessment Consortium, Regents of the University of California, 2020, [www.smarterbalanced.org/educators/the-digital-library/](http://www.smarterbalanced.org/educators/the-digital-library/).
  8. Center for the Future of Teaching and Learning. "Implementation Matrix: Implement New Content Standards with a Focus on Continuous Improvement." WestEd, 2020, <https://implementationmatrix.wested.org>.

### [Back to Guiding Questions](#)

## S.3 Use of Data to Plan, Monitor and Improve Standards Implementation throughout the System

### Indicators of Instructional Structure Fitness

- The district's standards implementation plan includes agreed-upon procedures for implementing standards-based instruction, monitoring processes, milestones, timelines for key activities (e.g., walkthrough/rounds calendars for each school site), and roles/responsibilities for teachers, administrators and other staff.
  - Data are collected and analyzed to gauge effective standards implementation. Supportive resources are routinely used in this process (e.g., data collection protocols, surveys, interview report templates, observation forms, rubrics/checklists).
  - Regularly scheduled reporting ensures all stakeholders are informed of progress.
- System-wide processes and timelines for using data to monitor student learning and plan for standards-based instruction are used by teachers and administrators.
  - Data are collected and reviewed at regular intervals to monitor performance and progress, determine whether students are equitably engaged in rigorous coursework, and identify any educational opportunity disparities between groups of students.
- The district's data management system provides accurate and timely information about standards implementation, student performance, and other LCAP priorities and metrics.
  - User-friendly, online data resources are easily accessed (e.g., administrator/teacher portals) for monitoring standards implementation actions and student performance at various levels (e.g. district, school, grade/subject, student groups, and individual).
  - Agreed-upon procedures ensure the timely posting and retrieval of data.
  - The district provides supports for use of information systems and technology, including professional development.
- Staff use multiple data sources to evaluate the degree of standards implementation for all student groups, and identify refinements and actions to meet local goals.
  - The results of the analyses and related discussions with stakeholders are integrated into district and school plans (e.g., LCAP, LCAP Federal Addendum, and SPSA).
  - District staff review school plans to ensure alignment the adopted/articulated curriculum and assessments, and that they are used in every classroom.

### Tools for Action Investigation

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 5: Infrastructure Alignment (pp. 39-40)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
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3. CCSS Implementation Rubric and Self-Assessment Tool. Achieve, 2016, [www.achieve.org/common-core-state-standards-implementation-rubric-and-self-assessment-tool](http://www.achieve.org/common-core-state-standards-implementation-rubric-and-self-assessment-tool).
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7. "What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making." Institute of Educational Sciences. National Center for Education Evaluation and Regional Assistance, 2009, <https://ies.ed.gov/ncee/wwc/practiceguide/12>.
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### Back to Guiding Questions



## S.4 Strategic Use of Resources to Support Standards Implementation

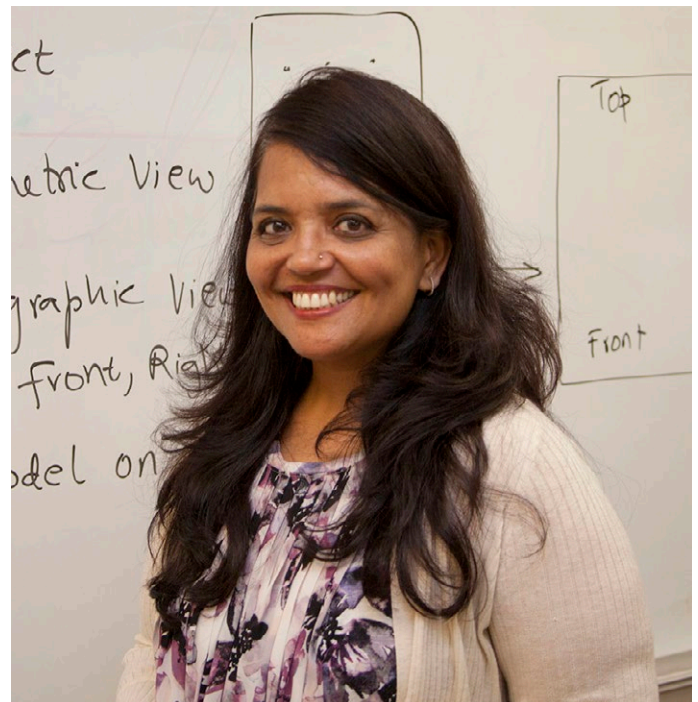
### Indicators of Instructional Structure Fitness

- Budget: The district budget reflects a commitment to the implementation of a standards-based educational program. Leaders plan for, prioritize and organize resources (personnel, time, technology, space, fiscal, curriculum and assessment) to support the delivery of an effective, coherent, standards-based instructional program.
  - Resource use is re-evaluated periodically to examine effectiveness and an equitable distribution. When appropriate, resources are reallocated to ensure that staff and students have what is needed for success.
- Time: Leaders provide resources and flexibility to use time for planning, monitoring, structured collaboration, and professional learning to support standards implementation.
  - Leadership teams have scheduled time for planning and reflection. Teacher teams have time to plan and learn together from data.
  - Schedules are organized to support multiple modes of professional learning and monitoring (e.g., coaching, collaboration time, peer observations, study groups, networks, job-embedded support, workshops, walkthroughs/rounds).
- Staff: Human resource practices support and reinforce the district's priority to implement standards-based educational programs for all students.
  - Recruitment of talented staff and hiring procedures, evaluation, incentives, career ladders, and internal leadership development opportunities and orientation for staff are aligned to this priority.
- Plans: District and school plans (e.g., LCAP, LCAP Federal Addendum, and SPSA- CSI and ATSI plans) document the actions, services and allocation of fiscal resources organized to fully implement the standards for all students. Plans address staffing, funds, materials, technology, space, and time.
  - Decisions about the prioritization and equitable distribution of resources are informed by the quantitative and qualitative data (e.g., LCAP metrics, student group performance, other relevant state and local data).

### Tools for Action Investigation”

- Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 3: Leadership and Governance (pp. 21-22) and Component 5: Infrastructure Alignment (pp. 41-42, 45-46).” California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
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- 4. “SISEP District Capacity Assessment Version 7.7.” Active Implementation Hub, National Implementation Research Network, 2019, <https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca>.
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### Back to Guiding Questions



## S.5 Policies and Coordinated Processes to Extend, Deepen, and Improve standards Implementation throughout the District

### Indicators of Instructional Structure Fitness

- Continuous improvement is an integral component of the district’s approach to standards implementation and leadership capacity development. A unified improvement strategy features collaborative systems and evidence based practices that foster continuous improvement.
  - Strategies for identifying problems of practice, generating change ideas, using PDSA cycles, highlighting promising practices, and spreading and scaling effective actions across teams, grade spans and schools are incorporated into the process.
- Leaders customize time-dependent learning structures (e.g., calendars and daily/master schedules) and coordinate extended learning supports to ensure that the school day and year maximize time use to improve student achievement and ensure equitable access to rigorous coursework and educational opportunities.
  - Annual calendars, and class/master schedules ensure all students have equal access to core instruction, interventions and extended learning opportunities within inclusive learning environments. After-school programs, tutoring, summer school, and intersessions are standards-aligned and provide additional support.
  - School schedules, time allocation and extended learning opportunities are reviewed throughout the year to ensure students’ needs are met and adjusted based on the analysis of data. Barriers to equitable student access to instructional programs are identified and removed.
- The professional learning plan for supporting instructional leaders focuses on deepening their knowledge and skills to monitor, supervise, and support the implementation of standards-based instruction, build teams, and to promote continuous improvement.
  - Strategies for capacity building include orientation for new staff, mentoring/coaching and feedback, modeling, professional learning opportunities for ongoing collaboration and focused networking within district-wide or regional structures (e.g., networks).
- All staff, including district and site administrators, are responsible for program implementation and accountable for results.
  - Instructional leaders support the effective and full implementation of the district-adopted core and intervention programs, including knowledge of pedagogy and strategies specific to English learners and students with disabilities.

- Program delivery is monitored and feedback is provided to ensure student success. Walkthrough/ rounds processes feature at least weekly classroom visits to ensure that standards-based instruction, use of materials, and assessment is taking place.

### Tools for Action Investigation

1. “Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 17-20), Component 4: Professional Learning for All (pp. 29-30).” California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. “Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment (pp. 1-19).” California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
3. “CCEE Pilot Partner Continuous Improvement: Resources for LEA’s Continuous Improvement Effort.” California Collaborative for Educational Excellence, 2019. <https://ccee-ca.org/documents/workshops/CCEE-Pilot-Partner-Continuous-Improvement-Toolkit.pdf>
4. “Continuous Improvement Resources.” Continuous Improvement Resources - Title I, Part A (CA Dept of Education), California Department of Education, 2020, [www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp](http://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp).
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### Back to Guiding Questions



# Section IV – STANDARDS-BASED INSTRUCTION

The clear focus on addressing the diverse access and learning needs of all students by building a community of learners through the leveraging of time, the support

of ongoing professional development, and establishing a climate of integrity employing routines of inquiry and continuous improvement.

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>I.1</b></p> <p>Effective implementation of standards-based instruction</p> | <p><b>I.2</b></p> <p>Assessment data used to monitor progress, inform instruction and plan improvements</p> | <p><b>I.3</b></p> <p>Evidence-based instructional strategies to address the diverse access and learning needs of all students</p> | <p><b>I.4</b></p> <p>Professional learning opportunities to prioritize deepening knowledge and improving the implementation of effective standards-based instruction and assessment</p> | <p><b>I.5</b></p> <p>Instructional environment, use of time, and connections to learning supports to promote student learning</p> |
| <p><u>Guiding Questions</u></p>  | <p><u>Guiding Questions</u></p>   | <p><u>Guiding Questions</u></p>   | <p><u>Guiding Questions</u></p>   | <p><u>Guiding Questions</u></p>   |
| <p><u>Indicators of Fitness</u></p>  | <p><u>Indicators of Fitness</u></p>   | <p><u>Indicators of Fitness</u></p>   | <p><u>Indicators of Fitness</u></p>   | <p><u>Indicators of Fitness</u></p>   |
| <p><u>Tools for Action Investigation</u></p>                                     | <p><u>Tools for Action Investigation</u></p>  | <p><u>Tools for Action Investigation</u></p>  | <p><u>Tools for Action Investigation</u></p>  | <p><u>Tools for Action Investigation</u></p>  |

## Using the Guiding Questions

The guiding questions can be used either verbally or in written format (e.g. the Note-taking and Next-Steps Tools provided) with individual instructional leaders or leadership teams. These questions prompt the user(s) to recall specific details and focus on important issues of the teaching and learning environment, thus paving the way to move from

data and facts, to a deeper analysis of the evidence, and the generation of ideas/actions for improvement. Guiding question discussions build shared understanding of issues of policy, process, practice and past successes, challenges and concerns.

## Guiding Questions

### I.1 Effective Implementation of Standards-based Instruction

1. How do you communicate about and support common expectations for implementing standards-based instructional practices?
2. What processes are used to ensure that students use instructional materials and resources that are challenging and have the appropriate scaffolds?
3. What practices support the use of learning targets, benchmarks and success criteria?
4. How is the use of effective instructional strategies promoted and supported throughout the district?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for Effective Implementation of Standards-based Instruction Guiding Questions](#)

### I.2 Assessment Data Used to Monitor Progress, Inform Instruction and Plan Improvements

1. To what degree are curriculum and assessments aligned across grade spans and content areas?
2. What processes and resources are in place for teachers and other staff to access and analyze assessment results?
3. How do teachers use assessments and results for instructional planning, improving teaching and instruction, and monitoring student learning?
4. How are students involved in using their assessment results to set goals and improve their learning?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for Assessment Data Used to Monitor Progress, Inform Instruction and Plan Improvements Guiding Questions](#)

### I.3 Evidence-based Instructional Strategies to Address Access and the Diverse Learning Needs of All Students

1. How are students' instructional needs determined? What programs/services are provided to meet the range of student needs?
2. How do district leaders ensure the use of effective instructional strategies that are academically, culturally, and linguistically responsive for all students?
3. What procedures are used to ensure that students

needing extra assistance receive customized supports and students ready for acceleration have enrichment opportunities?

4. What accountability structures are used to ensure that all students receive high-quality instruction?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for Evidence-based Instructional Strategies to Address Access and the Diverse Learning Needs of All Students Guiding Questions](#)

### I.4 Professional Learning Opportunities to Prioritize Deepening Knowledge and Improving the Implementation of Effective Standards-based Instruction and Assessment

1. What methods do you, a district or site leader, use to determine the professional learning needs of individuals and groups? How is the professional learning plan developed?
2. What professional learning opportunities and supports are in place that are focused on deepening standards implementation in all schools?
3. What structures do you use to increase teacher collaboration around planning, instruction and improvement?
4. How do teachers and administrators learn about and share information regarding promising practices that may be beneficial to students in your district/school?

[Go to Indicators of Fitness](#)

[Tools for Action Investigation](#)

[Download a Note-taking and Next-steps Tool for Professional Learning Opportunities to Prioritize Deepening Knowledge and Improving the Implementation of Effective Standards-based Instruction and Assessment Guiding Questions](#)

### I.5 Instructional Environment, Use of Time, and Connections to Learning Supports to Promote Student Learning

1. How do teachers use daily schedules, school calendars, and classroom routines to maximize learning time?
2. What processes are in place to provide teachers with sufficient space and equitable access to supportive materials and resources?
3. How do teachers create supportive and challenging learning environments? What accountability processes are in place?

- How are support programs, resources, and educational specialists organized to be used in tandem with standards-aligned classroom instruction? To what degree are these supports accessed and used by teachers?

#### Go to Indicators of Fitness

#### Tools for Action Investigation

#### Download a Note-taking and Next-steps Tool for Instructional Environment, Use of Time, and Connections to Learning Supports to Promote Student Learning Guiding Questions

## Indicators of Standards-based Instruction Fitness and Tools for Action Investigation

### I.1 Effective implementation of standards-based instruction

#### Indicators of Standards-based Instruction Fitness

- The district's agreed-upon expectations for implementing the standards, including the use of designated curriculum and effective instructional practices, are understood and used by teachers, and monitored throughout all schools.
- Standards-aligned instructional resources are equitably distributed and used appropriately by teachers to challenge and support all students.
- Clear learning targets, benchmarks, and measurable success criteria are articulated across the district and understood by administrators, teachers, and students.
- Lessons are sequenced to develop deep conceptual understanding and student mastery of standards, and promote student engagement, collaboration and critical thinking.

#### Tools for Action Investigation

- "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 9-12)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
- Curriculum and Instruction Steering Committee. "LEA Self-Assessment Companion Resource, Component 2. California County Superintendents Educational Services Association, 2017. <https://drive.google.com/file/d/1G5xdrL-RyiYB74t2VQxjVX-xV9aH-gQb/>

- "Initiative Inventory: Understanding the Implementation Landscape." National Implementation Research Network, 2015. [https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/Initiative%20Inventory%2010.12.18\\_0.pdf](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/Initiative%20Inventory%2010.12.18_0.pdf)
- "All Curriculum Frameworks." Curriculum Frameworks & Instructional Materials, California Department of Education, 2020. [www.cde.ca.gov/ci/cr/cf/allfwks.asp](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp).

#### Back to Guiding Questions

## I.2 Assessment data used to monitor progress, inform instruction and plan improvements

#### Indicators of Standards-based Instruction Fitness

- The district's comprehensive assessment system (e.g., formative, benchmark/interim, summative, and curriculum-based) is aligned to instruction and yields actionable data for classroom teachers and staff responsible for program scheduling, planning, and evaluation.
- In the classroom, teachers use multiple formative assessment methods such as in-the-moment checks for understanding, student work review and observations to determine student progress between interim assessments, provide immediate student feedback, and guide instructional planning and improvements.
- Teachers and administrators use tools and resources to develop/refine assessments, analyze results and student work, monitor progress towards grade level standards, evaluate teaching strategies, and plan for instruction (e.g., planning templates, data analysis protocols, common rubrics, instructional checklists) The district's plans (e.g., LCAP, SPSAs) allocate time and resources for assessment data review and collegial discussions.
- Teachers engage students in the assessment process. Students understand the learning target, the supports they need to be successful with each assessment, how they perform on assessment, and what actions they will take to improve.

#### Tools for Action Investigation

- "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 9-14)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
- Curriculum and Instruction Steering Committee. "LEA Self-Assessment Companion Resource, Components 2 and 4. California County Superintendents Educational Services Association, 2017. <https://drive.google.com/file/d/1G5xdrL-RyiYB74t2VQxjVX-xV9aH-gQb/>

3. SWIFT Education Center. (2018). Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment (Item 3.3), Version 2.0. [http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable\\_0.pdf](http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable_0.pdf)
4. "A Teacher's Guide to Standards-Based Learning Reproducibles." Marzano Resources, 2020. [www.marzanoresources.com/reproducibles/teachers-guide-to-standards-based-learning](http://www.marzanoresources.com/reproducibles/teachers-guide-to-standards-based-learning).
5. "Mathematics Assessment Project." Welcome to the Mathematics Assessment Project, University of California at Berkeley, 2015, <https://www.map.mathshell.org/index.php>.
6. "Smarter Balanced Digital Library: A Collection of Instructional and Professional Learning Resources." Smarter Balanced Assessment Consortium, Regents of the University of California, 2020, [www.smarterbalanced.org/educators/the-digital-library/](http://www.smarterbalanced.org/educators/the-digital-library/).
7. "Smarter Balanced Digital Library." Smarter Balanced Assessment System, California Department of Education, 2018. [www.cde.ca.gov/ta/tg/sa/diglib.asp](http://www.cde.ca.gov/ta/tg/sa/diglib.asp).
8. "RCOE Assessment, Accountability & Continuous Improvement." Tableau Public, Riverside County Office of Education, 2020. <https://public.tableau.com/profile/rcoe#1>.
9. "Teaching for Robust Understanding Framework." University of California at Berkeley, 2018, <https://truframework.org/>.
10. Center for the Future of Teaching and Learning. "Implementation Matrix: Implement New Content Standards with a Focus on Continuous Improvement." WestEd, 2020, <https://implementationmatrix.wested.org>.

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## I.3 Evidence-based instructional strategies address the diverse access and learning needs of all students

### Indicators of Standards-based Instruction Fitness

- Tiered instructional opportunities and flexible grouping ensure that all students have equitable access to challenging, standards-based instruction with customized supports within the most inclusive environment (e.g., Universal Design for Learning, differentiated instruction).
  - Interventions are in place for all students who need additional academic support.
  - Student placements are monitored to verify that the recommended services are provided, and that students exit in a timely manner as skills improve.
- High-quality instruction is implemented in every classroom in the district. Teachers use evidence-based instructional strategies that support rigorous, standards-aligned learning targets. They provide extra scaffolding to students based on individual learning needs.
- Equitable instructional and assessment practices are academically, culturally, and linguistically responsive for all students.
- There is shared responsibility for student achievement. Administrators are held accountable for program implementation and regularly visit classrooms to verify that students are receiving effective instruction/assessment with appropriate supports (e.g., observations, walkthroughs, instructional rounds).



## Tools for Action Investigation

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 13-16)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. Curriculum and Instruction Steering Committee. "LEA Self-Assessment Companion Resource, Component 2. California County Superintendents Educational Services Association, 2017. <https://drive.google.com/file/d/1G5xdrL-RyiYB74t2VQxjVX-xV9aH-gQb/>
3. Curriculum and Instruction Steering Committee. "English Learner Toolkit of Strategies." California County Superintendents Educational Services Association, 2019, <https://ccsesa.org/english-learner-toolkit-of-strategies/>.
4. SWIFT Education Center. (2018). Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment (Items 3.1, 3.2, 3.3, 5.1, 6.2), Version 2.0. [http://www.swiftschools.org/sites/default/files/SWIFT-FIA%20%20Fillable\\_0.pdf](http://www.swiftschools.org/sites/default/files/SWIFT-FIA%20%20Fillable_0.pdf)
5. "California MTSS Framework." Orange County Department of Education, 2020, [https://ocde.instructure.com/courses/59/pages/california-mtss-framework?module\\_item\\_id=2916](https://ocde.instructure.com/courses/59/pages/california-mtss-framework?module_item_id=2916).
6. "Until Learning Has No Limits." Center for Applied Special Technology (CAST), 2020. <http://www.cast.org/>
7. "Hattie Effect Size List - 256 Influences Related To Achievement." Visible Learning, 2020. <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement>
8. Marzano, Robert J. "Meta-Analytic Synthesis of Studies Conducted at Marzano Research on Instructional Strategies." Marzano Resources, 2009, <https://www.marzanoresources.com/meta-analytic-synthesis-of-studies>.
9. "Teaching for Robust Understanding Framework." University of California at Berkeley, 2018. <https://truframework.org/>.
10. "What Works Clearinghouse: Using Student Achievement Data to Support Instructional Decision Making." Institute of Educational Sciences. National Center for Education Evaluation and Regional Assistance, 2009. <https://ies.ed.gov/ncee/wwc/practiceguide/12>.

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## I.4 Professional learning opportunities prioritize deepening knowledge and improving the implementation of effective standards-based instruction and assessment

### Indicators of Standards-based Instruction Fitness

- Professional development opportunities (including learning, practice, observation, feedback and coaching cycles) have multiple delivery modes and are focused on enhancing educators' knowledge and skills to implement and improve standards-based instruction.
  - Examples of professional development include formal training, mentoring, coaching, modeling, observing an effective teacher, co-planning, lesson study, collaboratively reviewing student work and data, professional learning communities, and more.
- Together, administrators and teachers determine the professional learning needs of individuals and groups of teachers/staff, identify strengths and areas for improvement, set goals, and plan professional development experiences that allow for differentiation as needed to support each educator's needs.
- Teachers have the time and support to participate in regularly scheduled collaborative grade-level and/or content area team meetings focused on the implementation and improvement of standards-based instruction.
- District staff attend Collegial Networks/Communities of Practice with representatives from across the district/region that meet regularly to explore instructional issues, share and disseminate best practices, and develop their expertise and capacity to replicate and scale the implementation of high-quality standards-based instructional practices.

## Tools for Action Investigation

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 3: Leadership and Governance (pp. 23-28) and Component 4: Professional Learning for All (pp. 29-34)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. Curriculum and Instruction Steering Committee. "LEA Self-Assessment Companion Resource, Components 2 and 4. California County Superintendents Educational Services Association, 2017. <https://drive.google.com/file/d/1G5xdrl-RyiYB74t2VQxjVX-xV9aH-gQb/>
3. "All Curriculum Frameworks." All Curriculum Frameworks - Curriculum Frameworks & Instructional Materials (CA Dept of Education), California Department of Education, 2020, [www.cde.ca.gov/ci/cr/cf/allfwks.asp](http://www.cde.ca.gov/ci/cr/cf/allfwks.asp).
4. SWIFT Education Center. (2018). Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment (Items 2.1, 5.1), Version 2.0. [http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable\\_0.pdf](http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable_0.pdf)
5. "All Things PLC. Tools and Resources." Solution Tree, 2020, <https://www.allthingsplc.info/tools-resources>.
6. "Learning Forward. Tools for Learning Schools. The Professional Learning Association, 2020, <https://learningforward.org/blog/toolsforlearning-page-1/>.
7. Center for the Future of Teaching and Learning. "Implementation Matrix: Implement New Content Standards with a Focus on Continuous Improvement." WestEd, 2020, <https://implementationmatrix.wested.org>.

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## I.5 Instructional environment, use of time, and connections to learning supports promote student learning

### Indicators of Standards-based Instruction Fitness

- Teachers implement efficient classroom routines, and organize daily schedules and instructional calendars to maximize learning time.
- Classroom space is arranged to promote student learning and collaboration, and provides access to supportive resources (e.g., visuals, supplemental materials, reference resources, technology).
- School and classroom norms reflect high expectations, collaboration, equity, and accountability for student learning.
- Teachers access resources, assistance, and additional services to provide extra support and/or enrichment to students (e.g., specialists, technology, intervention programs, expanded learning services, intersession, summer school, tutoring).

### Tools for Action Investigation

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 19-20)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. Curriculum and Instruction Steering Committee. "LEA Self-Assessment Companion Resource, Components 2." California County Superintendents Educational Services Association, 2017. <https://drive.google.com/file/d/1G5xdrl-RyiYB74t2VQxjVX-xV9aH-gQb/>
3. "Strategic System Snapshot Mini." Education Resource Strategies (ERS), 2020, [https://www.erstrategies.org/assessments/strategic\\_system\\_snapshot\\_mini/respond](https://www.erstrategies.org/assessments/strategic_system_snapshot_mini/respond).
4. "Implementing the Common Core State Standards: The Role of the Secondary School Leader Action Brief." Achieve, Feb. 2013, <https://www.achieve.org/publications/implementing-common-core-state-standards-role-secondary-school-leader-action-brief>.
5. "Implementing the Common Core State Standards: The Role of the Elementary School Leader Action Brief." Achieve, Feb. 2013, [https://www.achieve.org/files/RevisedElementaryActionBrief\\_Final\\_Feb.pdf](https://www.achieve.org/files/RevisedElementaryActionBrief_Final_Feb.pdf).

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# Section V – PURPOSEFUL PLANNING FOR IMPACT

Section V connects what is learned through the exploration of pertinent sections of the Playbook to local strategic planning and continuous improvement efforts around state Priority 2, the implementation of state standards, which impacts student performance in English language arts, English language development, mathematics, history-social science, science and other content areas.

## Background

At the heart of California’s educational system are the academic content standards which, when implemented effectively, prepare students for high school graduation and careers. The state’s accountability and continuous improvement initiatives support that goal by bringing transparency to local education agency (LEA) processes and outcomes and by building the capacity of schools and districts to improve services to best meet the needs of all students. Elements of the state’s “system of support” infrastructure include planning, reporting, and implementing strategies that promote continuous improvement and address any disparities among student groups.

County Offices of Education (COE) play a key role in California’s accountability and continuous improvement system and bear significant responsibilities including approval of the Local Control and Accountability Plans (LCAP), providing general guidance and technical assistance, and supporting school and district improvement efforts through the differentiated assistance (DA) process.

The Playbook will be a useful tool for COE experts supporting LEAs to fully implement standards-based instruction as they guide district and school staff through data reviews, root cause analyses, the exploration of change ideas, and the incorporation of next steps for improvement into school and district plans. In 2020, most COEs will be engaged in this work with the 2019 Dashboard (<https://www.caschooldashboard.org/results>) indicating that 333 districts, charter schools and COEs are eligible for differentiated assistance in 54 of the 58 counties. Further exploration of the Dashboard data indicate that while very few LEAs self-reported a need for improving standards implementation on State Priority 2, over 200 LEAs will need to address elements associated with the implementation of standards-based instruction in order to improve student performance in mathematics, English language arts and English language development (State Priority 4). The Playbook may also be a useful tool for COE experts who will likely be providing some level of technical assistance for over 1,500 schools identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) this year.

## Additional Resources

A number of CCSESA publications are available to support COE experts with LCAP and DA activities. The LCAP Approval Manual provides specific guidance regarding this statutorily required process. The Differentiated Assistance Protocols for Local Educational Agencies (LEAs) Facilitation Guide, 2nd Edition includes procedural information, improvement science resources, and the LEA Self-Assessment, a robust tool to use with LEAs to pinpoint strengths and areas for growth. A related document, the LEA Self-Assessment Companion Resource includes additional details and references that may be used in tandem with the LEA Self-Assessment. The Playbook’s focus is much narrower and is intended to assist COE staff when working with leaders to enhance standards implementation in their school or district. Designed to highlight key information in a concise format, the Playbook makes connections to additional tools and detailed information within each topic. The Playbook’s close alignment to related CCSESA resources ensures a coherent message and coordinated approach for LCAP and DA staff working with local leaders.

The Playbook also references valuable resources associated with other COE initiatives and publications from outside agencies related to elements that support standards implementation. For example, information from California’s Multi-Tiered System of Support sponsored by the Orange County Department of Education (<https://ocde.us/mtss>) is noted in multiple sections. Additionally, the Tools for Action Investigation and References sections cite recent publications from other organizations such as WestEd’s Framework for Leading Next Generation Science Standards Implementation Stiles, K., Mundry, S., & DiRanna, K. (2017). Framework for Leading Next Generation and the Lawrence Hall of Science’s LCAP Toolkit ([https://www.lawrencehallofscience.org/programs\\_for\\_schools/lcap\\_toolkit](https://www.lawrencehallofscience.org/programs_for_schools/lcap_toolkit)).

The requirements and state-level guidance for the implementation of state standards are overseen by the California Department of Education (CDE) which provides primary resources such as the State Priority 2 Self-Assessment and statements of model practices as well as the standards, curriculum frameworks, and guidance for administering standards-based assessments. The topics addressed in the Playbook are aligned with CDE guidance and can be useful in assisting district and school staff to complete the State Priority 2 narrative summary or Self-Assessment, informing needs assessments, and developing goals and actions for the LCAP or for the School Plan for Student Achievement (SPSA).

## Using the Playbook

As described in Section I, the Playbook is organized into three frames focused on standards-based instruction: culture, structure, and instruction (teaching and learning). Each frame is composed of five themes, each with a corresponding set of guiding questions, indicators of fitness, and related tools for action investigation. Following is a sample scenario for how a COE expert may use the Playbook with a district.

### Scenario:

On the State Priority 2 Dashboard narrative, District A met the standard and reports that it adopted ELA/ELD and mathematics curriculum and provided training for teachers, administrators, and paraprofessionals.

The Dashboard indicates that several student groups, including English learners (EL), need attention for their performance on Priority 4, Academic Achievement. The Dashboard for two schools identified for CSI also show that EL performance is low for ELA and Math, and very low for ELD progress on the English Learner Progress Indicator (ELPI). As part of the Differentiated Assistance process, the COE facilitates a data conversation with the district looking deeper at the EL performance data. The exploration reveals that the Long-Term English learners (LTELs) are the group of students within the EL population that made the least amount of progress.

Beginning with selected Guiding Questions from the Playbook, the COE guides the exploration of the processes and structures that are in place. Together they review the corresponding Factors of Fitness to pinpoint areas that may require attention or further investigation. Resources from the Tools for Action Investigation section are selected to learn more about the issues.

As a result of these conversations, comparing their responses to the Indicators of Fitness, and using improvement science tools (e.g., 5 Whys) to better understand why some ELs are not performing as well as expected, several issues emerge for District A:

- LTEL data are not regularly included in protocols used during collaboration meetings,
- Training and coaching for integrating ELD into ELA and math has not been provided,
- Some school schedules allow for designated ELD lessons to be skipped on minimum days or for events such as assemblies,
- At the CSI schools, the online assessment system has not been set up to provide the designated supports (e.g., bilingual glossaries, translated text) for all ELs, most notably those scoring at an ELPAC level of 3 or above.

As a result of following the Playbook protocol and having discussions with stakeholders, District A's SPSAs and LCAP will include specific professional development actions to provide training and coaching support to staff regarding designated and integrated ELD, time for collaboration and deeper learning around the LTEL issues, and enhanced training and use of protocols for site testing coordinators. Information from the CCSESA publications, The English Learner Toolkit of Strategies and the B.E.L.I.E.F. modules as well as CDE's California English Learner Roadmap will be used as part of these activities. Because there is now an integrated approach to planning for the LCAP and SPSAs, the actions can be coordinated and similarly composed for both plans. Finally, District A staff plan to visit nearby schools with promising outcomes for ELs that were identified by using the Riverside COE's public Tableau tool noted in the Playbook.

The above scenario shows one example of how following the process outlined in the Playbook and accessing related resources, a district is able to move ahead by incorporating new actions into the LCAP and SPSAs that will directly address student needs identified during with the assistance of the COE expert.

For additional Tips on Using the Playbook, please refer to Section I (pp. 4-6).

# Section VI – INDEX OF CALIFORNIA'S STANDARDS IMPLEMENTATION TOOLS AND RESOURCES

## California Department of Education Resources

### California Content Standards (K-12)

<https://www.cde.ca.gov/be/st/ss/index.asp>

### California Curriculum Frameworks

<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

- Executive Summaries of Selected Frameworks for California Public Schools
- English Language Arts/English Language Development Framework [http://www.scoe.net/castandards/Documents/summary\\_ela-eld\\_framework.pdf](http://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf)
- History-Social Science Framework [http://www.scoe.net/castandards/Documents/summary\\_history\\_framework.pdf](http://www.scoe.net/castandards/Documents/summary_history_framework.pdf)
- Mathematics Framework [http://www.scoe.net/castandards/Documents/summary\\_math\\_framework.pdf](http://www.scoe.net/castandards/Documents/summary_math_framework.pdf)
- Science Framework [http://www.scoe.net/castandards/Documents/summary\\_science\\_framework.pdf](http://www.scoe.net/castandards/Documents/summary_science_framework.pdf)

### California Instructional Materials Adoptions (K-8)

<https://www.cde.ca.gov/ci/sc/im/>

### California Statewide Testing Programs and Resources

- Assessment Information <https://www.cde.ca.gov/ta/tg/>
- California Assessments - Presentation Resources <https://www.cde.ca.gov/ta/tg/ca/caasppmtgtrainings.asp>
- CAASPP Institute <https://www.cde.ca.gov/ta/tg/sa/caasppinstitute2017-18.asp>
- CAST Academies <http://www.caaspp.org/training/caaspp/materials.html>
- ELPAC Academy <https://www.cde.ca.gov/ta/tg/ep/elpacacademy1718.asp>
- "The Results Are In... Now What?" <http://tinyurl.com/ResultsAreIn2018>

**Continuous Improvement Resources** <https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp>

## California County Superintendents Educational Services Association (CCSESA)

### Curriculum and Instruction Steering Committee (CISC) Resources

- Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) [https://rcoe.learning.powerschool.com/mmccabe/b.e.l.i.e.f/cms\\_page/view](https://rcoe.learning.powerschool.com/mmccabe/b.e.l.i.e.f/cms_page/view)
- District Self-Assessment Survey. Retrieved from <https://ccsesa.org/committees/cisc/>
- District Self-Assessment Companion Resource. Retrieved from [https://ccsesa.org/committees/cisc/LEA Self-Assessment Companion Resource](https://ccsesa.org/committees/cisc/LEA_Self-Assessment_Companion_Resource) <https://ccsesa.org/committees/cisc/>
- English Learner Toolkit of Strategies <https://ccsesa.org/english-learner-toolkit-of-strategies/>
- Improving Performance of Students with Disabilities <https://ccsesa.org/improving-performance-of-students-with-disabilities/> or [https://ccsesa.org/?wpfb\\_dl=6657](https://ccsesa.org/?wpfb_dl=6657)
- Leadership Planning Guide, California, Common Core State Standards and Assessments Implementation <https://ccsesa.org/wp-content/uploads/2013/12/LeadPlanGuide.pdf>
- Supporting Content Learning in the Secondary Classroom through Literacy: Resources for Science, Mathematics, History/Social Science, ELD, and ELA: <https://drive.google.com/file/d/0B4S-UuCYnfZ9QmloWUk5UjZlC/view>
- Instructional Materials Adoption and Process Toolkits
  - English Language Arts/Literacy and English Language Development <http://ccsesa.org/wp-content/uploads/2015/10/ELA-ELD-Toolkit-10.06.15.pdf>
  - History-Social Science <http://ccsesa.org/wp-content/uploads/2018/02/HSS-Toolkit-FINAL.pdf>

- Mathematics <https://www.scoe.org/files/math-toolkit-2014.pdf>
- Next Generation Science Standards [https://drive.google.com/drive/folders/1-HaYVZ0t2orZ0198SOAi\\_tpOHv0n0reP](https://drive.google.com/drive/folders/1-HaYVZ0t2orZ0198SOAi_tpOHv0n0reP)
- Instructional Materials Adoption Selection Process (Decision Tree): <https://drive.google.com/file/d/0B4S-UuCYnFZ9SFpMWDhhdHFpSjQ/view>

## INDEX OF LG2SI TOOLS AND RESOURCES

### INSTRUCTIONAL CULTURE

#### C.1 Organizational Beliefs and Commitments

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
2. "Guide to Developing and Implementing Core Values, Beliefs, and Learning Expectations." New England Association of Schools and Colleges, Inc., 2016. [https://cpss.neasc.org/sites/cpss.neasc.org/files/Downloads\\_pdf/Guide%20to%20Developing%20Core%20Values.pdf](https://cpss.neasc.org/sites/cpss.neasc.org/files/Downloads_pdf/Guide%20to%20Developing%20Core%20Values.pdf)
3. "Building Blocks of Academic Support, Culture of Trust Surveys." California County Superintendents Educational Services Association, 2009. [https://drive.google.com/open?id=1B\\_44oQL\\_e0cS-xFO\\_bgNop5fdl4JCddB](https://drive.google.com/open?id=1B_44oQL_e0cS-xFO_bgNop5fdl4JCddB)

#### C.2 Outcome-Focused Learning Environment

1. O'Malley, M.D. & Amarillas, A. (2011). What Works Brief #1: Caring Relationships and High Expectations. San Francisco: WestEd, [https://data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf).
2. "The Practice of Learning-Focused Leadership - Learning-Focused Leadership and Leadership Support." Wallace Foundation, 2010, [www.wallacefoundation.org/knowledge-center/pages/the-practice-learning-focused-leadership-support-urban-systems.aspx](http://www.wallacefoundation.org/knowledge-center/pages/the-practice-learning-focused-leadership-support-urban-systems.aspx).
3. "Resources for Equitable Outcomes." Coalition of Essential Schools, <http://essentialschools.org/benchmarks/resources-for-equitable-outcomes/>.

#### C.3 Productive Relationships

1. O'Malley, M., & Poynor, L. (2014). Climate connection toolkit: Low and no-cost activities for cultivating a supportive school climate (2nd ed.). San Francisco: WestEd, [https://data.calschls.org/resources/ClimateConnectionToolkit\\_2ndedition.pdf](https://data.calschls.org/resources/ClimateConnectionToolkit_2ndedition.pdf).
2. "Connecting with Stakeholders." Connecting with Stakeholders - QSF Videos (CA Dept of Education), California Department of Education, 2018, [www.cde.ca.gov/qs/vi/stakeholders.asp](http://www.cde.ca.gov/qs/vi/stakeholders.asp).
3. WestEd. "CalSCHLS - The California School Climate, Health, and Learning Survey (CalSCHLS) System - Home." California Department of Education, 2018, <https://calschls.org/>.

#### C.4 Equitable High-Quality Standards Implementation

1. "National School Climate Standards Benchmarks to Promote Effective Teaching, Learning and Comprehensive School Improvement." National School Climate Council, 2010. <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>.
2. SWIFT Education Center. (2018). Schoolwide Integrated Framework for Transformation Fidelity Integrity Assessment, Version 2.0 (Items 5.1, 5.2, 6.1, 6.2). [http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable\\_0.pdf](http://www.swiftschools.org/sites/default/files/SWIFT-FIA%202.0%20Fillable_0.pdf)
3. "CA Equity Performance and Improvement Program (CEPIP)." CA1-CEPIP, 2020, [www.inclusioncollaborative.org/cepip.aspx](http://www.inclusioncollaborative.org/cepip.aspx).
4. "San Diego County Office of Education." Equity, San Diego County Office of Education, 2020, [www.sdcoe.net/lls/equity/Pages/default.aspx](http://www.sdcoe.net/lls/equity/Pages/default.aspx).

#### C.5 Teacher Support System

1. O'Malley, M.D. & Eklund, K. (2012). S3 What Works Brief #10: Improving Staff Climate. San Francisco: WestEd. [https://data.calschls.org/resources/S3\\_WhatWorksBrief10\\_StaffClimate\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief10_StaffClimate_final.pdf)
2. California Department of Education, Comprehensive Assistance Center. "Professional Learning System Review: A Companion Tool for the Quality Professional Learning Standards." WestEd, 2016. [https://cacompcenter.org/wp-content/uploads/2015/03/CA-Quality-Professional-Learning-Standards\\_Revised-March-2015.pdf](https://cacompcenter.org/wp-content/uploads/2015/03/CA-Quality-Professional-Learning-Standards_Revised-March-2015.pdf)
3. "Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State." California Department of Education, 2012. <https://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf>

## INSTRUCTIONAL STRUCTURE

### S.1 Leadership and Accountability for the Implementation of Standards throughout the District

1. "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - "Differentiated Assistance Protocols for Local Educational Agencies: Facilitation Guide - 2nd Edition, LEA Self-Assessment Component 2: Teaching, Learning and Assessment (pp. 11-12), Component 3: Leadership and Governance (pp. 27-28)." California County Superintendents Educational Services Association, 2018. <http://ccsesa.org/wp-content/uploads/2018/03/Facilitators-Guide-v-2.6.pdf>
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# INSTRUCTIONAL STRUCTURE (Teaching and Learning)

## I.1 Effective implementation of standards-based instruction

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# INDEX OF DOWNLOADABLE NOTE-TAKING AND NEXT-STEPS FORMS

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- [I.5 Download a Note-taking and Next-steps Tool for Instructional Environment, Use of Time, and Connections to Learning Supports to Promote Student Learning Guiding Questions](#)

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