



Reform Support Network

BUILDING LEADERSHIP FOR RIGOROUS INSTRUCTION
INSTRUCTIONAL LEADERSHIP FOR COLLEGE AND
CAREER READINESS STANDARDS

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ENGLISH LANGUAGE ARTS & LITERACY: THREE SHIFTS

Building Knowledge through **content-rich** nonfiction text

Reading and writing grounded in **evidence from text**, both literary and informational

Regular practice with **complex text** and its **academic language**



MATHEMATICS: THREE SHIFTS

- 1. Focus:** Focus strongly where the standards focus
- 2. Coherence:** Think across grades and link to major topics
- 3. Rigor:** In major topics pursue conceptual understanding, procedural skill and fluency and application with equal intensity



IMPLICATIONS FOR INSTRUCTIONAL PRACTICE

New college and career readiness standards will require important shifts in instructional practice.

- Current widely adopted teacher observation frameworks are not yet designed to address the requirements of the Standards.
- Additional guidance and resources are needed to clearly communicate and provide support for the necessary shifts in practice.

Instructional leaders play a critical role in supporting successful shifts in practice, most importantly by ensuring that systems are aligned with the requirements of the Standards.



ROLE OF INSTRUCTIONAL LEADERS IN SYSTEMS ALIGNMENT

Grounding key systems, resources and communications in the Standards leads to greater alignment and clarity for teachers and, ultimately, supports successful implementation of the Standards.

Key systems:

- Teacher evaluation systems and observation tools
- Professional development resources and coaching models
- Instructional material and resource procurement and approval



STANDARDS ALIGNED INSTRUCTIONAL PRACTICE IN ENGLISH LANGUAGE ARTS (EXAMPLE FOR GRADES 3-5)

When the shifts in ELA/Literacy are effectively integrated into instructional practice, evidence of the following can typically be observed:

EVIDENT IN EACH LESSON

1. A high quality text or texts is at the center of the lesson.
2. Questions and tasks are text dependent and text specific.
3. All students are productively engaged in the work of the lesson using evidence.

EVIDENT OVER THE COURSE OF THE YEAR

1. Students encounter an appropriate balance and sequence of texts.
2. Students are asked to practice the range of tasks the standards demand.
3. Student work demonstrates that students meet the expectations for foundational skills and ELA standards.

EVIDENT BEYOND THE CLASSROOM

1. The teacher productively collaborates with other teachers to improve practice.



STANDARDS ALIGNED INSTRUCTIONAL PRACTICE IN MATHEMATICS (EXAMPLE FOR GRADES K-8)

When the shifts in Mathematics are effectively integrated into instructional practice, evidence of the following can typically be observed:

EVIDENT IN EACH LESSON

1. Materials and instruction support the focus and coherence of the Standards.
2. All students grow in their capacity for rigor in mathematics.
3. All students practice the discipline of mathematics in grade-appropriate ways.

EVIDENT OVER THE COURSE OF THE YEAR

1. Focus: Students focus strongly where the Standards focus.
2. Coherence: The lessons and tasks students encounter reinforce coherence across and within grades.
3. Rigor: Students pursue conceptual understanding, procedural skill and fluency and application with each intensity.

EVIDENT BEYOND THE CLASSROOM

1. The teacher productively collaborates with other teachers to improve practice.



ACTIVITY: USING THE EVIDENCE GUIDE TO OBSERVE PRACTICE

Task: As you watch the video, use the Instructional Practice Evidence Guide to gather evidence about the lesson.

Discussion Questions:

1. How did you assess the lesson? What evidence did you gather?
2. How do you see this tool being used in your current work? To support standards focused instructional leadership?



ALIGNMENT NEXT STEPS

	Possible Actions	Possible Tools
Teacher evaluation systems & observation tools	<ul style="list-style-type: none">• Align observation tools to the Standards, making clear the shared expectations of the teacher practice and the Standards.	<ul style="list-style-type: none">• Instructional Practice Evidence Guides
Professional development resources & coaching models	<ul style="list-style-type: none">• Ground professional development in the shifts.• Align coaching and mentoring models to the expectations of the Standards.	<ul style="list-style-type: none">• Instructional Practice Evidence Guides• PD Modules• Lesson videos (America Achieves)
Instructional resources & materials	<ul style="list-style-type: none">• Align purchasing criteria to the Standards• Enable and support modifications to existing materials.	<ul style="list-style-type: none">• Publishers' Criteria• Basal Alignment Project• Tri-State Rubric



USEFUL RESOURCES

- Resources on Common Core State Standards, including Publishers' Criteria, PD modules, link to Basal Alignment Project and more
www.achievethecore.org
- Lesson videos and teacher reflection on the Shifts
commoncore.americaachieves.org
- New York State website on the Common Core
engageny.org/common-core
- Tennessee website on the Common Core
www.tncore.org



QUESTIONS?



THANK YOU