

Guiding District Implementation of Common Core State Standards: Innovation Configuration Maps



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These Innovation Configuration maps were developed by a task force of Kentucky educators with support from Kentucky Department of Education, Appalachia Regional Comprehensive Center at Edvantia, and Learning Forward to align with the four pillars of Kentucky's Leadership Networks. They are offered as a model for other states and districts to use to develop their own Innovation Configuration maps to support district implementation of Common Core State Standards, educator effectiveness, and student assessment.

Learning Forward's *Transforming Professional Learning to Prepare College- and Career-Ready Students: Implementing the Common Core* is a multidimensional initiative focused on developing a comprehensive system of professional learning that spans the distance from the statehouse to the classroom. The project will reform policy and practice and apply innovative technology solutions to support and enhance professional learning. With an immediate focus on implementing Common Core State Standards and new assessments, the initiative provides resources and tools to assist states, districts, and schools in providing effective professional learning for current and future education reforms.

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Learn more at www.learningforward.org/publications/implementing-common-core.



Innovation Configuration Maps for Kentucky's Implementation of the Common Core

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Change is not only about the implementers—those who will change their practices—but also about those who will facilitate the implementers in making the change.

(Hall and Hord, 2001, p. 27)

Ensuring robust, profound, and high-quality implementation of educational programs, processes, or innovations has once again captured national attention with the focus on Common Core standards, educator effectiveness systems, and new assessments of student learning. Investigations of successful and unsuccessful programs have confirmed that thoughtful, strategic plans need to include continuous monitoring and adjustment to ensure educators receive the support they need to enhance curriculum, instruction, assessments, and leadership practices.

Kentucky Context

Kentucky was the first state in the nation to adopt the Common Core State Standards and has transformed these standards to Kentucky's Core Academic Standards (KCAS), now in every discipline. Kentucky's English/language arts and mathematics core academic standards fully integrate the Common Core standards. In 2009, Kentucky's legislature passed Senate Bill 1, *Unbridled Learning*. The bill provided the impetus to establish Leadership Networks to support Kentucky's 174 school districts to implement the changes included within Senate Bill 1. The purpose of the Leadership Networks is to develop the capacity of each school district to fulfill this vision: "Every school district in the Commonwealth of Kentucky has a knowledgeable and cohesive leadership team that guides the professional learning and practice of all administrators, teachers, and staff so that every student experiences highly effective teaching, learning, and assessment practices in every classroom, every day."

Leadership Networks are regional and content-specific networks focused on the preparation of college- and career-ready students. Each network

includes teacher leaders, school administrators, central office staff, regional cooperatives, and institutes of higher education. Network members work collaboratively to focus their efforts on regional needs within four areas. These pillars of support for successful implementation of the education reforms are designed to ensure that all of Kentucky's students are college- and career-ready and prepared for their future, as called for in *Unbridled Learning*. The four pillars are:

- **Kentucky's Core Academic Standards:** Ensuring the state-adopted standards are fully implemented as intended and that teachers have the curriculum and instructional resources needed for effective instruction;
- **Assessment Literacy:** Using assessment to inform instruction;
- **Leadership:** Engaging leaders in supporting professional learning, effective instruction, and student learning; and
- **Characteristics of Highly Effective Teaching and Learning:** Specifying the cross-disciplinary attributes of effective teaching and learning to guide ongoing professional learning among educators.

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Kentucky recommends that each district create and implement strategies to support effective instruction and student learning in each pillar. The District Implementation Innovation Configuration Maps are designed to specify what each central office staff does related to each pillar to support educators in preparing students to be college- and career-ready.

Kentucky as a Model

Not all states and districts will use the same pillars or strategies to implement their own version of major education reforms. Where Kentucky chose to use its core academic standards, assessment literacy, leadership, and characteristics of highly effective teaching and learning, others might include additional areas of support or replace some with new ones. All change requires learning so that educators can effectively apply new practices associated with the reforms. Fundamental to all of Kentucky's support strategies is effective professional learning that expands, develops, and refines educators' knowledge, skills, practices, and dispositions aligned with the pillars. Kentucky's model of focused support in defined areas offers guidance to other states

and districts as they engage in their own support efforts, immediately for implementation of college- and career-ready standards and new educator effectiveness systems, and in the near future as they prepare for implementing new assessment systems.

The tool provided here is designed to support school districts in Kentucky to understand what their responsibilities are in each of the four pillar areas, to guide them in strengthening and focusing their support to schools and teachers, and to help them assess their efforts.

Innovation Configuration Map

An Innovation Configuration (IC) map is an instrument used to define and quantify implementation of a new program or practice (Hall and Hord, 2001). It identifies and describes the major components and a continuum of implementation levels. An IC map is a tool that describes in specific, operational terms what new practices look like. It presents patterns of innovation use from ideal practice to non-use; it clarifies what a program or practice is and is not. An IC map provides an ideal or high-fidelity

picture of a change in practice and helps people identify the gap between their current practices and ideal implementation. It promotes reflection among practitioners and serves as a formative assessment tool.

An Innovation Configuration map:

- Clarifies what a new program is or isn't;
- Defines quality clearly—what it looks like in use;
- Indicates the degree to which the innovation is being implemented;
- Informs support providers about how to best assist and support educators' successful use of new practices;
- Provides a blueprint for learning, planning, and resources required for implementation;
- Determines significant actions that ensure successful implementation of the innovation to increase student achievement; and
- Provides, in the case of this IC map, a consistent guide for district leaders to begin and sustain efforts to implement the standards.

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How to read an IC map:

[See Figure 1]

1. An IC map is written for a specific group; in this case, it describes the central office staff responsibilities and behaviors.
2. *Ideal* or high-quality implementation appears on the left-hand side—Level One.
3. The component describes a major outcome for central office staff related to implementation of a CCSS pillar.
4. The continuum of behaviors describes implementation variations from *Ideal*—Level One to *Not Yet Begun*—Level Five or Six.
5. There is no pre-determined number of levels required for each component. Some components may contain three levels while others might have six. The variation depends on the number of possible variations of each action.
6. The practices described are the responsibility of central office. Central office staff may perform the actions directly or assign some or all of them to external partners such as technical assistance providers, regional cooperatives, consultants, institutes of higher education, outside experts, or other professional learning providers. If central office staff delegates the responsibilities to one or more external partners, central office staff maintains responsibility for overseeing the quality, completion, and results of the actions.

Figure 1: Sample IC map for Central Office Staff

CENTRAL OFFICE STAFF		ASSESSMENT LITERACY		
Component 1: Develops a structure to oversee and implement assessment literacy.				
LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> Collaborates with school leaders to establish criteria for the selection of a district leadership team to include representatives from 1) school administrators, 2) teacher leaders, 3) postsecondary educators, and 4) community stakeholders, (i.e., business partners, parents).⁵ Authorizes the district leadership team to define the scope of work required for full implementation of assessment literacy. Authorizes the district leadership team to identify and monitor monthly implementation benchmarks for assessment literacy. 	<ul style="list-style-type: none"> Collaborates with school leaders to establish criteria for the selection of a district leadership team to include representatives from 1) school administrators, 2) teacher leaders, and 3) postsecondary educators. Authorizes the district leadership team to define the scope of work required for full implementation of assessment literacy. Authorizes the district leadership team to identify quarterly benchmarks implementation of assessment literacy. 	<ul style="list-style-type: none"> Appoints representatives to the district leadership team from 1) school administrators and 2) teacher leaders. Assigns district leadership team the task of defining the scope of work for implementation. Assigns district leadership team the task of setting semi-annual benchmarks of assessment literacy. Funds the purchase of some assessments and professional learning to support implementation. 	<ul style="list-style-type: none"> Requires schools to establish leadership teams that function independently from the district. Requires school leadership teams to develop work plans with annual benchmarks. Provides no funding to support the implementation of assessment literacy. 	<ul style="list-style-type: none"> Fails to establish a district leadership team. Fails to create a plan to oversee or implement assessment literacy.

CONTINUUM OF BEHAVIORS

Innovation Configuration Maps for Kentucky's Implementation of the Common Core

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Reference

Hall, G. & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.



Component 1: Develops, in collaboration with district and building leadership teams, a plan for standards implementation and communicates the plan to all stakeholders.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Develops, in collaboration with district leadership team, a standards implementation process for all schools. • Communicates the standards implementation process to all stakeholders and establishes timelines. • Requires and engages all schools to implement professional learning and collaboration to <ul style="list-style-type: none"> a. interpret standards, deconstruction, unit development and assessment development; b. conduct gap analysis; c. revise curriculum guides; d. develop pacing guides; and e. reflect on and refine new practices. • Supports all schools by providing resources (i.e., funding for teacher release time, materials, protocols, assistance). 	<ul style="list-style-type: none"> • Develops, with limited involvement of schools, an implementation process for all schools. • Communicates the standards implementation process to all stakeholders. • Requires and engages all schools in implementing the plan by developing timelines for professional learning and collaboration to <ul style="list-style-type: none"> a. interpret standards, deconstruction, unit development and assessment development; b. conduct gap analysis; c. revise curriculum guides; d. develop pacing guides; and e. reflect on and refine new practices. • Supplies some resources but fails to provide release time for collaborative work. 	<ul style="list-style-type: none"> • Develops and disseminates a standards implementation plan to all schools. • Expects schools to implement the plan independently without district assistance. • Supplies curriculum materials only. 	<ul style="list-style-type: none"> • Fails to develop a plan for standards implementation. 	

Component 2: Establishes and communicates expectations for high-quality implementation of KCAS.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Creates expectations that all schools and teachers implement the standards with fidelity to provide a guaranteed curriculum for all students. • Develops and utilizes collaboratively with staff, the knowledge, skills, and dispositions required for high-quality KCAS implementation. • Monitors fidelity of KCAS implementation. • Develops in collaboration with staff and utilizes a variety of protocols to self-monitor progress of implementation. • Utilizes teacher leaders as PLC facilitators who collaborate with staff to implement standards. • Develops capacity of PLC/teams to monitor quality and fidelity of implementation. • Guides next steps with needed support systems (i.e., resources, personnel, and professional development in specific topics). 	<ul style="list-style-type: none"> • Creates expectations that all schools implement the standards with fidelity to provide a guaranteed curriculum for all students. • Develops staff’s knowledge and skills related to standards implementation. • Monitors fidelity of KCAS implementation. • Develops and utilizes a variety of protocols for staff to self-monitor progress of implementation. • Utilizes teacher leaders as facilitators to collaborate with staff in the PLC process to implement standards. • Guides next steps with needed support systems (i.e., resources, personnel, and professional learning in specific topics). 	<ul style="list-style-type: none"> • Develops school’s awareness of a standards implementation process without setting the explicit expectations for implementation. • Fails to provide district guidance or support of KCAS implementation. 	<ul style="list-style-type: none"> • Disseminates information about a standards implementation process. • Fails to set expectations for standards implementation. 	

Component 3: Dedicates resources to implement the standards.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Creates a district culture which supports long-term implementation of standards including multiple, ongoing opportunities for collaborative learning time. • Maximizes resources (e.g., personnel, time, materials, and supplemental pay) to meet identified needs and enhance standards implementation. • Designs professional learning to address, support, and enhance standards implementation (i.e., individual staff level, content area, school-based need or districtwide needs). • Ensures building leaders adjust school schedules to provide opportunities for staff collaboration. • Requires all district and building leaders to engage stakeholders in all decisions regarding resources to support standards implementation. 	<ul style="list-style-type: none"> • Provides time for staff to collaborate to implement standards (i.e., Growth Days, Early Release, substitutes for instructional time). • Provides supports (i.e., substitutes, stipends, materials, and other needs-based training opportunities outside district or external providers). • Identifies and provides professional learning opportunities to implement standards. • Encourages building leaders to adjust school schedules to provide opportunities for staff collaboration. 	<ul style="list-style-type: none"> • Provides some resources without an explicit standards implementation plan. • Designs training that builds knowledge of KCAS. • Fails to create a consistent schedule for staff collaboration about standards implementation. 	<ul style="list-style-type: none"> • Neglects to provide resources (i.e., time, personnel, materials, and finances) to support standards implementation. 	

Component 1: Develops a structure to oversee and implement assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Collaborates with school leaders to establish criteria for the selection of a district leadership team to include representatives from 1) school administrators, 2) teacher leaders, 3) postsecondary educators, and 4) community stakeholders, (i.e., business partners, parents). • Authorizes the district leadership team to define the scope of work required for full implementation of assessment literacy. • Authorizes the district leadership team to identify and monitor monthly implementation benchmarks for assessment literacy. • Authorizes the district leadership team to analyze benchmark results and create ongoing modifications in the scope of work required to meet staff’s professional needs. • Funds the development or purchase of assessments and professional learning to support the implementation of assessment literacy. 	<ul style="list-style-type: none"> • Collaborates with school leaders to establish criteria for the selection of a district leadership team to include representatives from 1) school administrators, 2) teacher leaders, and 3) postsecondary educators. • Authorizes the district leadership team to define the scope of work required for full implementation of assessment literacy. • Authorizes the district leadership team to identify quarterly benchmarks implementation of assessment literacy. • Funds the purchase of assessments and professional learning to support implementation of assessment literacy. 	<ul style="list-style-type: none"> • Appoints representatives to the district leadership team from 1) school administrators and 2) teacher leaders. • Assigns district leadership team the task of defining the scope of work for full implementation of assessment literacy. • Assigns district leadership team the task of setting semi-annual benchmarks of assessment literacy. • Funds the purchase of some assessments and professional learning to support implementation of assessment literacy. 	<ul style="list-style-type: none"> • Requires schools to establish leadership teams that function independently from the district. • Requires school leadership teams to develop work plans with annual benchmarks. • Provides no funding to support the implementation of assessment literacy. 	<ul style="list-style-type: none"> • Fails to establish a district leadership team. • Fails to create a plan to oversee or implement assessment literacy.

Component 2: Establish a common vocabulary related to assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Develops, in collaboration with school and teacher leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Infuses all professional learning interactions and communications with common assessment literacy terminology. • Ensures that all school board and council members utilize common assessment terminology in work sessions, public meetings, and communications. 	<ul style="list-style-type: none"> • Develops, in collaboration with school leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Uses the common assessment literacy terminology during professional learning opportunities. • Ensures that all school council members utilize common assessment terminology in work sessions, public meetings, and communications. 	<ul style="list-style-type: none"> • Develops a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Uses the common assessment literacy terminology during professional learning opportunities. 	<ul style="list-style-type: none"> • Expects school leadership teams to develop a common terminology regarding assessment literacy without district input. 	<ul style="list-style-type: none"> • Fails to develop a common vocabulary regarding assessment literacy.

Component 3: Integrates the implementation of assessments through the curriculum.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Facilitates content work teams' development of standards-based, common interim assessments and units of study including planned common formative and summative assessment. • Supports funding and time for interim assessment. 	<ul style="list-style-type: none"> • Facilitates content work teams' development of common standards-based interim assessments and units of study including planned common summative assessments. 	<ul style="list-style-type: none"> • Provides districtwide interim assessments and facilitates the development of standards-based summative assessments. 	<ul style="list-style-type: none"> • Requires schools to implement interim assessments without district support. 	<ul style="list-style-type: none"> • Provides neither oversight nor support for assessment implementation beyond the state assessment.

Component 4: Creates a systemic process of identifying, communicating, and supporting assessment literacy professional growth needs.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs. • Analyzes the school-identified problems of practice. • Identifies and supports systemic needs across the district. 	<ul style="list-style-type: none"> • Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs. • Analyzes the school-identified problems of practice. 	<ul style="list-style-type: none"> • Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Requires school leadership teams to identify professional learning needs. 	<ul style="list-style-type: none"> • Requires schools to implement professional learning communities (PLC) that focus on the analysis of assessments. • Expects school leadership teams to identify professional learning needs. 	<ul style="list-style-type: none"> • Does not create a systemic process to support implementation of assessment literacy.

Component 5: Establishes data teams to utilize student performance data and teacher reflection to drive instruction.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Reviews <i>monthly</i> results of school analyses of student performance to identify instructional and assessment design needs. • Establishes the purpose and time for teacher reflection concerning necessary adjustments of assessments and instructional practice. • Guides teacher, school, and district administrator reflection by providing prompts that include analysis of student performance and student perception results. 	<ul style="list-style-type: none"> • Reviews <i>quarterly</i> results of school analyses of student performance to identify instructional and assessment design needs. • Establishes time for teacher reflection concerning necessary adjustments to assessments and instructional practice. • Designs teacher, school, and district administrator reflection to include analysis of student performance. 	<ul style="list-style-type: none"> • Reviews <i>semi-annual</i> results of school analyses of student performance to identify instructional and assessment design needs. • Requires teachers to reflect on necessary adjustments to assessments and instructional practice. • Designs teacher reflection to include analysis of student performance. 	<ul style="list-style-type: none"> • Reviews <i>annual</i> results of school analyses of student performance to determine instructional needs. • Assumes teacher will reflect on necessary adjustments to the instructional practice. • Expects teacher reflection will include analysis of student performance but does not monitor. 	<ul style="list-style-type: none"> • Does not establish systems for review or discussion of student work to determine instructional assessment needs.

Component 6: Creates a culture of shared accountability for continuous student progress.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Develops, in collaboration with district leadership team and schools, a mutual definition of shared accountability for student learning. • Collects from schools and shares with district leadership team evidence of shared accountability practices. • Collaborates with district leadership team and schools to identify and overcome barriers to shared accountability. • Establishes and adopts a protocol to collect and monitor school progress about student learning and educator practice. • Analyzes multiple sources of data to determine school needs. • Bases professional growth on identified school needs. • Supports professional growth of all teachers and leaders through analysis of impact of professional learning on student learning data. 	<ul style="list-style-type: none"> • Develops, in collaboration with district leadership team and schools, a mutual definition of shared accountability for student learning. • Collects from and shares with district leadership team evidence of shared accountability practices. • Collaborates with district leadership team and schools to identify and overcome barriers to shared accountability. • Establishes and adopts a protocol to collect and monitor school progress about student learning. • Analyzes multiple sources of data to determine school needs. • Bases professional growth on identified school needs. 	<ul style="list-style-type: none"> • Develops, in collaboration with district leadership, a mutual definition of shared accountability for student learning. • Collects from schools evidence of shared accountability practices. • Adopts a protocol to collect school data. • Analyzes available data to determine school needs. 	<ul style="list-style-type: none"> • Collects school data for required reporting purposes only. 	<ul style="list-style-type: none"> • Does not collect school-level data.

Resources

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Component 1: Develops a district leadership team to guide long- and short-term KCAS implementation plans.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> Establishes a district leadership team with broad stakeholder representatives including superintendent and directors/supervisors, school administrators, Content Leadership Network teacher leaders, school and content-area teacher representatives, and external agencies as appropriate. Establishes a district leadership team that creates an action plan to address district needs related to implementation of KCAS, CHETL, and assessment literacy. Conducts monthly leadership team meetings (face-to-face, electronically, etc.) to share and learn from one another, provide time for teacher leaders to share information from regional network, collaboratively establish, monitor, and continuously refine long-range goals and short-term benchmarks. 	<ul style="list-style-type: none"> Establishes a district leadership team with stakeholder representation including superintendent and directors/supervisors, school administrators, Content Leadership Network teacher leaders, school and content-area teacher representatives and external agencies as appropriate. Establishes a district leadership team to address needs related to KCAS, CHETL, and assessment literacy. Conducts bimonthly team meetings to share and learn from one another, provide time for teacher leaders to share information from regional network, to collaboratively establish and monitor long-range goals and short-term benchmarks. 	<ul style="list-style-type: none"> Establishes a district leadership team with some representation of stakeholders. Identifies long-term goals for implementation. Conducts district leadership team meetings quarterly to share and learn from one another. Views implementation as an individual school responsibility. 	<ul style="list-style-type: none"> Establishes a district leadership team but lacks key stakeholder representation. Conducts district leadership team meetings annually to share and learn from one another. Does not establish short or long-term goals or a clear purpose for the district leadership team. 	<ul style="list-style-type: none"> Fails to develop a district leadership team.

Component 2: Builds capacity of building-level administrators to effectively implement KCAS, CHETL, and assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Establishes a principals’ learning network with all district principals (e.g., including job-alike networks for elementary, middle, high levels). • Develops and provides professional learning for the principal network to support implementation of KCAS, CHETL, and assessment literacy. • Provides principals opportunity for personal reflection on current stage of development and collaboratively develops Individual Professional Growth Plan aligned to the district action plan and goals. • Collaboratively identifies, encourages, and supports offsite professional learning opportunities beneficial to individual professional growth of principals. • Provides differentiated coaching and mentoring for principals based upon their current stage of development. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Establishes a principals’ learning network with all district principals (e.g., including job-alike networks for elementary, middle, high levels). • Develops and provides professional learning for the principal network in the implementation of KCAS, CHETL, and assessment literacy. • Provides opportunity for personal reflection on current stage of development and collaboratively develops Individual Professional Growth Plan. • Collaboratively identifies, encourages, and supports offsite professional learning opportunities beneficial to individual professional growth of principals. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Establishes a principals’ learning network with all district principals (e.g., including job-alike networks for elementary, middle, high levels). • Develops and provides training for the principal network addressing implementation of one or more of the following: KCAS, CHETL, and assessment literacy. • Provides opportunity for personal reflection on current stage of development and facilitates principal development of his/her Individual Professional Growth Plan. • Identifies, encourages, and supports offsite professional development opportunities beneficial to individual professional growth of principals. 	<ul style="list-style-type: none"> • Requires principals to have an individual growth plan related to KCAS, CHETL, or assessment literacy. • Identifies offsite trainings that would be beneficial for individual professional growth. 	<ul style="list-style-type: none"> • Requires principals to have a growth plan. • Neglects to provide or identify training, coaching, and/or support for principals.

Component 2: Builds capacity of building-level administrators to effectively implement KCAS, CHETL, and assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Engages principal network in ongoing dialogue and coaching around specific strategies for evaluating progress of implementation of KCAS, CHETL, and assessment literacy (e.g., evaluating congruency of learning targets, student work, instructional activities, assessments; the quality of instruction being implemented; research-based, high leverage activities; and the use of formative assessment to modify instruction). Accompanies individual principals on teacher instructional observations to hone analysis skills of KCAS, CHETL, and assessment literacy implementation. Provides individual coaching for principals about descriptive feedback to teachers that improves instruction. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Engages principal network in ongoing dialogue and coaching around specific strategies for evaluating progress toward implementation of KCAS, CHETL, and assessment literacy (e.g., evaluating congruency of learning targets, student work, instructional activities, assessments; the quality of instruction being implemented; research-based, high leverage activities; and the use of formative assessment to modify instruction). 			

Component 3: Maximizes resources for the effective implementation of CHETL, standards, leadership, and assessment literacy in all schools.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Establishes resource priorities (i.e., instructional resources, personnel, time) based upon implementation plan. • Seeks innovative approaches (e.g.: budget, grants, strategic partnerships, personnel, time, etc.) to address all priorities. • Provides financial supports (i.e., substitutes, stipends, materials, external trainers, and other needs-based professional learning opportunities from outside district) to address resource priorities. • Designs a strategic calendar (i.e., Growth Days, Early Release, substitutes for instructional time) that allows for ongoing professional learning. • Requires schools to develop schedules for consistent and strategic use of time for PLCs to focus on district goals related to CHETL, assessment literacy, and KCAS. • Creates a plan to collect and analyze data (i.e., Tell Survey, KPREP, etc.) to assess effectiveness of resource utilization. 	<ul style="list-style-type: none"> • Establishes resource priorities (i.e., instructional resources, personnel, time) based upon implementation plan. • Provides financial supports as funding allows (i.e., substitutes, stipends, materials, external trainers, and other needs-based training opportunities from outside district). • Provides time for staff to collaborate and implement standards (i.e., substitutes for teachers during the instructional day). • Requires building leaders to establish consistent time for learning teams to address district goals related to CHETL, assessment literacy, and KCAS. • Reviews available data to determine the effectiveness of resource utilization. 	<ul style="list-style-type: none"> • Provides resources without establishing resource priorities. • Recognizes the need for time for effective implementation and occasionally provides periodic times for teams to work on CHETL, assessment literacy, and KCAS. 	<ul style="list-style-type: none"> • Neglects to provide resources needed for implementation. • Recognizes the need for time required for effective implementation but does not develop a plan for providing time for teams to work. 	

Component 4: Provides opportunities for staff professional growth in KCAS, CHETL, and assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<ul style="list-style-type: none"> • Conducts periodic needs assessments, including multiple sources of data to drive professional learning decisions (e.g., walk-through observations, teacher surveys, TELL Survey, assessment data, and innovative initiatives). • Analyzes results of needs assessment collaboratively with district leadership team and other school level administrators to determine district professional growth priorities. • Provides professional growth experiences that are relevant and clearly aligned to district goals. • Requires school leaders to analyze data with PLC teams. • Ensures PLCs align their professional growth targets with district goals/priorities and design and implement comprehensive, targeted professional learning experiences. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Conducts periodic needs assessments, including multiple sources of data to drive professional learning decisions (e.g., walk-through observations, teacher surveys, TELL Survey, assessment data, and innovative initiatives). • Analyzes results of needs assessment collaboratively with district leadership team and other school level administrators to determine district professional growth priorities. • Provides professional growth experiences that are relevant and clearly aligned to district goals. • Provides ongoing and job-embedded professional learning of Content Leadership Network curriculum to all teachers. • Facilitates PLC planning of ongoing professional learning throughout the school year. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Conducts a single needs assessment, with limited sources of data to drive professional growth decisions. • Facilitates the presentation of school-level results by building administrators to the district leadership team. • Require schools to provide professional growth experiences without district guidance or support. • Provides professional learning opportunities primarily provided prior to the start of school with minimal connection to the needs assessment. • Provides bi-annual monitoring and reflection about implementation processes. • Provides training of Content Leadership Networks information for some but not all teachers. 	<ul style="list-style-type: none"> • Conducts informal needs assessment without qualitative or quantitative data (e.g., questions like what do you think we should do?). • Provides professional development based on teacher preferences. • Provides sporadic follow-up support and monitoring. 	<ul style="list-style-type: none"> • Fails to complete needs assessment to provide needs-based professional learning opportunities. • Provides training sessions that meet the minimal state requirements with no differentiation and/or relevance. • Provides no follow-up support or monitoring.

Component 4: Provides opportunities for staff professional growth in KCAS, CHETL, and assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Seeks additional support from external agencies and/or grants to further provide assistance towards identified goals. • Provides ongoing and job-embedded professional learning of Content Leadership Network curriculum to all teachers through PLCs. • Develops and implements protocols for PLC processes (i.e., SMART goal development, assessment development, data analysis, unit development, effective instructional strategies, and congruency). • Establishes high expectations for stakeholders by establishing clear measures of progress and monitors implementation and effectiveness. • Uses progress measures and monitoring data to determine next steps in the implementation plan (e.g., ongoing process of growth, research of best practice, and refinement). 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Develops and implements protocols for PLC processes (i.e., SMART goal development, assessment development, data analysis, unit development, effective instructional strategies, and congruency). • Provides bimonthly monitoring and reflection on the progress of implementation. 			

Component 1: Develops and implements a CDIP that addresses full implementation of KCAS, CHETL, and assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<ul style="list-style-type: none"> • Engages all staff, public officials, students, families, local agencies, and community members as partners in achieving full implementation of KCAS. • Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. • Incorporates into CDIP multiple strategies (e.g., instructional rounds, walk-throughs, PLCs, peer observations, coaching) to connect CHETL and Professional Growth and Effectiveness Systems (teacher and principal) as interdependent resources for KCAS implementation. • Implements CDIP to guide interactions about teaching and learning. • Provides direct and indirect follow-up support and assistance for a minimum of three years for full KCAS implementation. 	<ul style="list-style-type: none"> • Engages staff and community members as partners in achieving full implementation of KCAS. • Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. • Incorporates into CDIP multiple strategies (e.g., instructional rounds, walk-throughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) as interdependent resources for KCAS implementation. • Implements CDIP to guide interactions about teaching and learning. • Provides direct and indirect follow-up support and assistance for full KCAS implementation. 	<ul style="list-style-type: none"> • Engages staff as partners in achieving full implementation of KCAS. • Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. • Incorporates into CDIP multiple strategies (e.g., instructional rounds, walk-throughs, PLCs, peer observations, coaching) for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) for KCAS implementation. • Implements CDIP to guide interactions about teaching and learning. • Provides indirect follow-up support and assistance for KCAS implementation. 	<ul style="list-style-type: none"> • Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes for implementing Kentucky Core Academic Standards (KCAS), CHETL, and assessment literacy. • Incorporates into CDIP required strategies for administrator and teacher use of CHETL and Professional Growth and Effectiveness Systems (teacher and principal) for KCAS implementation. • Implements CDIP in supervisory interactions about teaching and learning. • Provides information about implementation of KCAS. 	<ul style="list-style-type: none"> • Develops within the Comprehensive District Improvement Plan (CDIP) goals and expected outcomes. • Incorporates into CDIP required strategies for meeting goals. • Complies with requirements for supervisory interactions teaching and learning. 	<ul style="list-style-type: none"> • Fails to establish a plan for implementing KCAS, CHETL, and assessment literacy.

Component 2: Designs and implements a system for monitoring progress, providing feedback, and differentiating support for implementation of KCAS.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<ul style="list-style-type: none"> • Develops capacity of administrators and teachers to use CHETL resources as a common reference for established criteria about effective teaching and learning in every classroom. • Gathers evidence monthly (e.g., staff professional learning, walk-throughs, looking at student data) to assess schools' progress toward full implementation of KCAS and identified student learning goals. • Provides constructive feedback on KCAS implementation and progress toward student learning goals in a variety of formats (i.e., face-to-face, walk-through results, conferences, webinars, etc.). • Develops with school leaders job-embedded strategies (e.g., PLCs, peer observations and feedback, protocols, coaching), expected outcomes, and timeline for improvement. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Develops capacity of administrators and teachers to use CHETL resources as a common reference for established criteria about effective teaching and learning in every classroom. • Gathers evidence quarterly (e.g., staff professional learning, walk-throughs, looking at student data) to assess schools' progress toward full implementation of KCAS and identified goals for student learning. • Provides constructive feedback on KCAS implementation and progress toward student learning goals in a variety of formats (i.e., face-to-face, walk-through results, conferences, webinars, etc.). • Develops with school leaders job-embedded strategies (e.g., PLCs, peer observations and feedback, coaching), expected outcomes, and timeline for improvement. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Develops capacity of administrators and teachers to use CHETL resources as a common reference for established criteria about effective teaching and learning in every classroom. • Gathers semi-annual evidence (e.g., staff training, walk-throughs, looking at data) to assess schools' progress toward full implementation of KCAS and identified student learning goals. • Provides feedback on KCAS implementation and progress toward student learning goals. • Develops with school leaders job-embedded strategies (e.g., PLCs, peer observations and feedback, coaching), expected outcomes, and timeline for improvement. • Engages in semi-annual assessment of districtwide progress toward full KCAS implementation. • Designs and provides districtwide interventions based on assessment to accelerate implementation. 	<ul style="list-style-type: none"> • Disseminates CHETL resources to administrators and teachers. • Gathers annual evidence to assess schools' progress toward implementation of KCAS and identified goals for student learning. • Engages in annual assessment of districtwide progress toward KCAS implementation. • Provides districtwide professional learning on KCAS. 	<ul style="list-style-type: none"> • Distributes CHETL resources to administrators and teachers. • Engages in annual assessment of districtwide progress toward KCAS implementation. 	<ul style="list-style-type: none"> • Fails to monitor implementation of KCAS to improve student performance.

Component 2: Designs and implements a system for monitoring progress, providing feedback, and differentiating support for implementation of KCAS.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Provides differentiated support to address barriers and problems related to implementation. • Engages in monthly assessment of districtwide progress toward full KCAS implementation. • Designs and provides districtwide interventions based on assessment data to accelerate implementation. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Provides differentiated support to address barriers and problems related to implementation. • Engages in quarterly assessment of districtwide progress toward full KCAS implementation. • Designs and provides districtwide interventions based on assessment to accelerate implementation. 				

Component 3: Aligns all elements of the organization to support and facilitate full implementation of KCAS for student success.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<ul style="list-style-type: none"> • Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS. • Establishes district leadership team (e.g., principals, ELA and math network teacher participants, IHE representatives, students, parents and community representatives, educational co-operative staff, district leadership staff) to guide implementation decisions. • Develops the capacity of and coaches a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation, group dynamics, stages of group development, protocols). • Prioritizes implementation of KCAS when allocating resources (i.e., staff, finances, time, materials, etc.). <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS. • Establishes district leadership team (e.g., principals, ELA and math network teacher participants, IHE representatives, students, parents and community representatives, educational co-operative staff, district leadership staff) to guide implementation decisions. • Develops the capacity of and coaches a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation of a PLC, group dynamics, and stages of group development). • Prioritizes implementation of KCAS when allocating resources (i.e., staff, finances, time, materials, etc.). <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Reviews and aligns district policies (e.g., curriculum and assessment, professional learning, performance evaluation, mentoring and induction, personnel, etc.) to support implementation of KCAS. • Establishes a district leadership team (e.g., district leadership staff, principals, and teacher leaders) to guide implementation decisions. • Develops the capacity of a cadre of teacher leaders and administrators to facilitate collaborative learning teams (e.g., facilitation of a PLC, group dynamics, and stages of group development). • Prioritizes implementation of KCAS in allocation of resources (i.e., staff, finances, time, materials, etc.). • Identifies and provides professional learning to address districtwide needs related to KCAS implementation. <p><i>(continued on next page)</i></p>	<ul style="list-style-type: none"> • Establishes district leadership team (e.g., district leadership staff and principals) to guide implementation decisions. • Allocate resources (i.e., staff, finances, time, materials, etc.) for KCAS implementation. • Provides professional learning on CHETL that addresses districtwide needs. 	<ul style="list-style-type: none"> • Provides professional learning on CHETL without making connections to KCAS. 	<ul style="list-style-type: none"> • Fails to align elements of the organization to support full implementation of KCAS for student success.

Component 3: Aligns all elements of the organization to support and facilitate full implementation of KCAS for student success.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE	LEVEL SIX
<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Identifies and engages staff in professional learning to address districtwide needs related to KCAS implementation. Responds to individual, team, and/or school requests for assistance and documents actions taken. Expands the use of technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS. Celebrates team and school successes. Celebrates individual school and team successes. Provides intensive support, as needed, to individuals, teams, and schools. Schedules and monitors the use of time for district and school staff to engage in professional learning and collaborative work focused on full implementation of KCAS. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Identifies and engages staff in professional learning to address districtwide needs related to KCAS implementation. Expands the use of technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS. Celebrates team and school successes. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> Uses technology (e.g., web conferencing, online surveys, decision-making tools, facilitated discussion groups, tutorials) that assists in implementing KCAS. 			